ED 461 713   AA 001 343

Resources in Education (RIE). Volume 37, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- The print version of "Resources in Education" ceased publication with Volume 36, Number 12, December 2001. RIE data will continue to be produced and will be available in electronic format.
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

"Resources in Education" (RIE), the document portion of the ERIC database, announces (catalogs, indexes, abstracts) documents of interest to the educational community, including researchers, teachers, students, school board members, school administrators, counselors, parents, etc. It provides for electronic searching by Subject, Personal Author, Institution, Publication Type, ERIC Clearinghouse Number, Geographic Source, Target Audience, and other data fields. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database. The COM edition contains all five of the indexes formerly available in the printed edition. The first accession in each issue of RIE data is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (AB)

ED 461 714   CE 069 749

Bottoms, Gene; Mikos, Pat
Seven Most-Improved "High Schools That Work" Sites Raise Achievement in Reading, Mathematics, and Science. High Schools That Work. School and Classroom Practices That Advance the Performance of Career-Bound High School Students. A Report on Improving Student Learning.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Education; Career Education; Demonstration Programs; High Schools; Integrated Curriculum; *Mathematics Instruction; Mathematics Skills; Parent Influence; Parent Student Relationship; Program Effectiveness; Reading Instruction; Reading Skills; Science Instruction; Success; *Teacher Expectations of Students; Teacher Student Relationship; Teaching Methods; *Vocational Education
IDENTIFIERS- *High Schools that Work

The seven High Schools That Work (HSTW) sites making the most progress in raising student achievement between 1990-1993 are changing the high school system and succeeding with a group of

*Preservice Teacher Education; Program Development; Program Improvement; Schools of Education; *Teacher Certification; Teacher Competencies; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Educators; Teacher Improvement; Teacher Qualifications; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Career and Technical Education

A long-standing dilemma in career and technical education (CTE) has been the best way to train new teachers. Recent literature reviews by Bruening et al. (2001) and Gray and Walter (2001) provide overviews of current CTE teacher education programs and CTE teacher licensing and preparation. Some of their findings include a trend toward more stringent academic preparation and higher grade-point averages for beginning teachers, as well as dwindling numbers of CTE teacher education programs and new programs for licensing persons with practical knowledge who lack academic credentials. In addition, although integrated curriculum has been widely promoted, few CTE teacher education programs provide more than minimal exposure to it, and most CTE teacher education programs provide less than ideal amounts of practical experience or knowledge base. Bruening et al. (2001)identify several challenges for CTE teacher educators: (1) the need to build capacity in CTE teacher education programs; (2) emphasis on quality and academic rigor; (3) the need to ensure preparation for curriculum integration; and (4) more innovative methods. Gray and Walter recommend CTE teacher education reforms including ensuring that teachers possess more pedagogical knowledge, subject-matter knowledge, and general knowledge; organizing teacher preparation programs around mission rather than titles; and developing alternative licensure models. (KC)

ED 461 732 CE 082 838

Huss, Susan Norris; Banks, Antoinette L.
Career and Technical Education: Getting School Counselors on Board. In Brief: Fast Facts for Policy and Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attitude Change; Career Counseling; *Counselor Attitudes; Counselor Role; Counselor Teacher Cooperation; *Counselor Training; Enrollment Influences; High Schools; Higher Education; Program Improvement; *School Counselors; *School Guidance; Vocational Education
IDENTIFIERS- *Career and Technical Education

Although school counselors can be key figures in the advancement of Career and Technical Education (CTE), in some cases school counselors are not advocates for CTE. Research has shown that some school counselors and parents have negative images of CTE and push for academic education instead of the CTE that could be a viable choice for all students. It has been suggested that in response to this situation, there is a need to bring school counselors on board, with efforts occurring during both preservice and inservice school counselor education. School counselor education programs should equip their graduates with awareness and knowledge of CTE programs and the ability to

Statewide Planning; Student Certification; *Student Evaluat *Illinois
IDENTIFIERS- *Illinois

This document, which is intended to serve as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in jobs in occupational therapy. Agency partners involved in this project include: the Illinois State board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Commerce and Community Affairs, and the Illinois Department of Employment Security. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 96 tasks typically performed by occupational therapy assistants and occupational therapy aides. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) performance assessment criteria. The following are among the categories of tasks for which skill standards are provided: service management; supplementary (nonbillable) client care services; supervision; communication; support services; data collection; occupational therapy interviews; and occupational therapy interventions for activities of daily living, work and productive activities, play or leisure activities, sensorimotor integration, cognitive integration, and psychosocial awareness. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Health and Social Sciences Subcouncil, and Occupational Therapy Cluster Standards Development Committee members; and list of necessary workplace skills. (MN)

ED 461 749 CE 082 884

Illinois Occupational Skill Standards: Plastics Molding Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 01
NOTE- 69p.; Collaboratively produced by the Manufacturing Subcouncil, and the Plastics Molding Cluster Standards Development Committee. Louis Reifschneider, Project Developer. For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, ED 454 375-377 and CE 082 881-883.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; Competence; Competency Based Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Equipment Evaluation; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Job Skills; Labor Force Development; Machine Tools; Manufacturing; Occupational Safety and Health; Patternmaking; *Performance Based Assessment; *Plastics; Program Guides; Quality Control; Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Technical Occupations; *Trade and Industrial Education; Troubleshooting; Two Year *Illinois; *Plastic Casting

past norms. The need to develop new research and policy frameworks that are more in tune with the changed conditions of life for Western youth is emphasized, as is the need to draw together international and local research findings. The following are among the specific topics discussed: (1) the difficulties of balancing options and establishing oneself in adult life; (2) the problems of youth outside the mainstream; (3) the shortcomings of policies formulated with reference to the supposed "mainstream"; (4) coping with change; (5) student hopes and outcomes; (6) the gender factor; (7) the problems of at-risk youth and policy solutions; and (8) changing life patterns and careers and the need to rethink careers. (Thirty-six tables/figures are included. The bibliography contains 250 references.) (MN)

ED 461 765 CE 082 913

O'Higgins, Niall
Youth Unemployment and Employment Policy: A Global Perspective.
PUB DATE- 01
NOTE- 212p.; Based on papers prepared for the Action Programme on Youth Unemployment.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Adults; Apprenticeships; Developed Nations; Developing Nations; Disadvantaged Youth; *Education Work Relationship; Employer Employee Relationship; Employment Programs; Foreign Countries; Labor Market; Minimum Wage; Partnerships in Education; Program Evaluation; *Public Policy; Role of Education; Self Employment; Social Services; *Unemployment; Unions; *Youth Employment; *Youth Problems
IDENTIFIERS- Africa; Asia; Australia; Europe; New Zealand; South America

This book looks at the issue of youth unemployment and examines policy responses. Part I considers the youth unemployment problem. Chapter 1 is an overview, covering size of the problem and the close relationship between youth and adult unemployment. Chapter 2 examines youth unemployment characteristics and distribution of unemployment across different groups, arguing that youth unemployment policy should be targeted at the most disadvantaged. Chapter 3 looks at causes and consequences of youth unemployment. Part II considers policy responses to youth unemployment. Chapter 4 considers these general issues: the usefulness of an overall youth policy, International Labor Office/Organization (ILO) initiatives, and the international policy context. Chapter 5 examines forms of labor market information and questions relating to program monitoring and evaluation. Chapter 6 considers effects of a minimum wage on youth employment levels. Chapter 7 examines the role of education and training systems in facilitating the transition from school to work and strengths and weaknesses of Germany's dual apprenticeship system. Chapter 8 looks at these three types of intervention policies: those that promote wage employment; those that promote self employment; and those for disadvantaged young people. Chapter 9 considers ways in which social partners can and should participate, including the role of employers' and workers' organizations. Chapter 10 presents eleven concrete policy recommendations. (Appendixes include a 236-item bibliography and index.) (YLB)

ED 461 766 CE 082 918

Madden, Judy
Displacing Non-Guidance Tasks and Initiating Program Improvements: Data Collection Initiatives and Program Innovations.
PUB DATE- 02
NOTE- 12p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; Efficiency; Elementary Secondary Education; Evaluation Criteria; *Guidance; Guidance Objectives; *Job Analysis; Models; Program Effectiveness; *School Counselors; School Districts; School Guidance; Time Management
IDENTIFIERS- Montgomery County Public Schools MD

School counselors' job descriptions leave room for many unexpected and unplanned activities. The Montgomery County Public Schools in Maryland chose to address the challenge of counselors being assigned non-guidance tasks with a combination of approaches. Data collection, development of a transdisciplinary service provision model, revision of the counselor evaluation process, and building of action research skills are some of the techniques undertaken. Although the outcomes of the measures are not yet available, the approaches hold promise for boosting program accountability, enhancing awareness of contributions of the counseling programs, making suggestions for best practice, and reducing the time counselors spend on non-guidance tasks. (JDM)

ED 461 786 CG 031 534

Petersen, Judy
Sharing Responsibility for Schoolwide Testing Programs: No NGAs in Our Schools.
PUB DATE- 02
NOTE- 12p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; Comprehensive Programs; Efficiency; Elementary Secondary Education; Guidance; Guidance Objectives; *Job Analysis; Program Development; *School Counselors; School Districts; *School Guidance; Time Management
IDENTIFIERS- Utah

When the State of Utah implemented a comprehensive guidance program, it began with a state-sponsored training of school guidance teams. Successfully identifying and displacing non-guidance activities (NGAs) in the comprehensive guidance program was a complicated process and was dependent upon communication and building positive relationships with those involved. Special funding that was available to schools that met the standards set by the program helped the transition process. This document describes how one school district, when the state began new accountability measures that meant more testing, managed not to add another non-guidance testing activity to their counselors. Instead, they created a non-counselor manager of school-wide testing to fill the need. The

Today's global marketplace demands that employees have cross-cultural skills and an understanding of international business as well as different cultures. College and university students have unique opportunities available to them to gain these skills and obtain experience working abroad, which may help them attain international careers. College and university (and other) career centers have a responsibility and role in helping students achieve these goals. One university's work abroad program developed by, and run through, a university career and student services offices is described. (Contains 11 references.) (Author/SLD)

ED 461 809 CG 031 571

Robinson, Barbara S.; Davis, Kathleen L.
The Occupational Possible Selves of Low-Income Women.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Adult Basic Education; *Career Counseling; Community Colleges; *Females; Higher Education; *Locus of Control; *Low Income Groups; *Occupational Aspiration; Role Models; Rural Women; Student Surveys

Low-income women, ages 18 to 59, attending basic adult education classes (DHS group) or community college development classes (DEV group) in rural East Tennessee, completed questionnaires examining their occupational possible selves and their locus of control. The two groups were compared as to their number of hoped-for and feared occupational selves; affective intensity and perceived likelihood of their most hoped-for self and their most feared self; presence of a role model for their most hoped-for self; self-initiated actions taken to achieve their most hoped-for self and avoid their most feared self; and their Spheres of Control scores. No significant differences existed between the groups in the number of hoped-for and feared selves generated nor in the total number of role models reported. Both groups reported more role models for feared selves than for hoped-for selves. Affective intensity for the most hoped-for self was significantly higher for the DEV group. No significant differences were found in affective intensity for feared selves. Both groups assessed likelihood of their most hoped-for selves higher than likelihood of their most feared selves, but the DEV group expressed significantly greater likelihood of achieving their most hoped-for self. Internal locus of control was a significant predictor of likelihood of the most hoped-for self, but there were no significant predictors of likelihood of the most feared self. Implications for professionals working with low-income women are discussed. (Contains 2 tables and 30 references.) (Author/SLD)

ED 461 810 CG 031 572

Teen Tipplers: America's Underage Drinking Epidemic.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 02
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

Education; Parent Teacher Cooperation; Portfolio Assessment; *Reading Achievement; *Reading Instruction; *State Programs; *Summative Evaluation
IDENTIFIERS- Mandated Tests

Summative evaluation of student achievement in reading emphasizes determining learner progress at the end of a unit of study, end of course, or end of the school year. Generally, state mandated tests stress an end of the school year percentile which is to indicate the present state of learner achievement. This paper discusses and analyzes summative evaluation. It first focuses on multiple ways of reporting learner progress in reading, such as parent/teacher conferences, telephone calls, fax messages, brief letters, a class newsletter, or a web site listing what is being studied in reading. The paper goes on to suggest that teachers should think of multiple ways of reporting student progress in reading to parents and the larger community. It then considers summative evaluation and state mandated tests. Finally, the paper considers portfolios and summative evaluation. (NKA)

ED 461 830 CS 014 572

Ediger, Marlow
Reading in the Geography Curriculum.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Cognitive Processes; *Content Area Reading; Context Clues; Cooperative Learning; Elementary Education; *Geography; *Geography Instruction; Peer Teaching; Reading Skills; Teaching Methods; Vocabulary Development

To become an efficient reader of subject matter in geography, students need to have adequate background information to read the ensuing content. Vocabulary considerations thoroughly enter into the reading act. A major problem for the teacher when students read geographical content is to develop meaning. To assist students in reading and understanding complex geographical concepts, teachers can: assist students to use context clues; help learners with the initial consonant sound and then using context clues; dividing the unknown word into syllables; saying the correct word to the stalled reader; using peer reading; emphasizing peer teaching; and having students read aloud the subject matter. Actual objects, models, and pictures need to be used in teaching geography. They assist students to make sense out of the abstract words read as well as those used in discussions. Teachers need to pay attention to learning styles possessed by individual students. Some students may prefer increased direction in learning as compared to others. Learning approaches should be varied so that the learner who does prefer to work alone has the opportunities to work with others, and those who prefer to work with others should work individually on learning tasks. Meaningful reading needs to be stressed in the understanding of the five fundamental themes in geography: location, place, human-environmental system, movement, and regions. (Contains 11 references.) (RS)

ED 461 831 CS 014 593

NOTE- 131p.; Complementary CD-Rom (with lesson plans, slide shows, and photographs) is available from the author at lynellb aol.com.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Instructional Innovation; Technological Advancement; *Visual Learning; *Visual Literacy
IDENTIFIERS- Typography; Visual Communication; Visual Imagery; Visual Processing

Because of television, advertising, and the Internet, the primary literacy of the 21st century will be visual. It is no longer enough to read and write text--students must learn to process both words and pictures. They must be able to move fluently between text and images, between literal and figurative words. This book examines the effect on education of a primarily visual world. The book provides guidance on many topics, including: a definition and history of visual literacy; the uses of different typefaces and fonts; the effect of color; using visuals to welcome students; a new approach to presentations; and combining real and visual worlds. According to the book, teaching visual literacy can enhance student learning in K-12 classrooms and also improve students' options in the workplace. The book contends that an image-rich curriculum can reach more students and teach them more quickly and meaningfully than traditional written student reports and text-based verbal instruction ever could. (Includes endnotes for each chapter. Contains a 43-item bibliography.) (NKA)

ED 461 851 CS 217 799

Bond, Sally
Introductory Guide for Implementing and Evaluating Volunteer Reading Tutoring Programs. A SERVE Special Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 30p.; Edited by Paula Egelson and Donna Nalley.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Evaluation Criteria; Evaluation Methods; *Program Evaluation; *Program Implementation; *Reading Programs; *Tutoring; *Volunteers
IDENTIFIERS- *America Reads Challenge; Volunteer Teaching

With a continuing emphasis on improving student reading achievement across the nation, many elementary educators are exploring the idea of initiating a volunteer reading tutoring program. Although individuals associated with tutoring programs may think about implementation issues, often the focus is on program location, the recruitment and training of tutors, and the selection and scheduling of students--evaluation of a tutoring program is often forgotten. This guide focuses on tutoring through the lens of the national America Reads Challenge initiative, and it takes program implementation to a deeper level by examining volunteer transportation, tutor work ethic, and school expectations. The guide summarizes and synthesizes findings from evaluations and provides introductory information to funders, program coordinators and staff, school administrators, elementary teachers, and tutors about

(NKA)

ED 461 872 CS 217 822

National Writing Project Annual Report, 2000.
SPONS. AGENCY- Department of Education, Washington, DC.; California Univ., Berkeley. Graduate School of Education.; Spencer Foundation, Chicago, IL.; Jesse Stuart Foundation, Ashland, KY.
PUB DATE- 01
NOTE- 29p.; Additional funding provided by the Annenberg Rural Schools and Community Trust. For the 1999 annual report, see CS 217 821. Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; Higher Education; Learning Strategies; *Professional Development; *Writing Improvement; *Writing Instruction, *Writing Skills; *Writing Teachers
IDENTIFIERS- *National Writing Project

The mission of the National Writing Project (NWP) is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the NWP seeks to promote exemplary instruction of writing in every classroom in America. This year 2000 annual report marks a time when writing is more important than ever. In this new century a high level of literacy is essential for earning a living and for participating fully in society. By having expert teachers, K-16, teach other teachers in their own regions, the NWP is able to reach well over 100,000 educators annually at a low cost in federal dollars. The NWP's university-school collaborative model has been highly successful in leveraging federal support. This annual report is divided into the following sections: What Is the National Writing Project?; Why Is 2 Million Only a Start?; Because NWP Served 1 out of 34 Teachers in America Last Year. What about the Other 33?; And What about Their Students?; Because All Students Need Well-Informed Teachers; Because Not Every Teacher and Student Has a Writing Project Site within Reach; Because Schools Need Research-Based Strategies; Because Teachers and Schools Need a National Network; Because the NWP Works; NWP Publications and Technology; Key Facts; Financial Data; and Funders, Board of Directors, Senior Staff. (NKA)

ED 461 873 CS 217 824

MORE Lesson Plans for Substitute Teachers: Classroom-Tested Activities from the National Council of Teachers of English.
PUB DATE- 02
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Characterization; Class Activities; High Schools; *Language Arts; Learning Activities; *Lesson Plans; Middle Schools; Poetry; *Teacher Developed Materials
IDENTIFIERS- Ideas

This resource brings together classroom-tested, successful

Workshop" (Erin Ciccone); "Beyond Rhetoric: A Reflective, Persuasive Final Exam for the Workshop Classroom" (Sarah Lorenz); and "How To Build Better Engineers: A Practical Approach to the Mechanics of Text" (Ron E. Smelser). (RS)

ED 461 890 CS 217 849

Panitz, Theodore

Learning Together: Keeping Teachers and Students Actively Involved in Learning by Writing across the Curriculum. A Sourcebook of Ideas and Writing Exercises.

PUB DATE- 01

NOTE- 200p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Critical Thinking; Higher Education; Teaching Methods; *Writing Across the Curriculum; *Writing (Composition); Writing Exercises; Writing Processes

The purpose of this book is to provide a wide range of examples of writing across the curriculum (WAC) activities in order to encourage teachers to use writing in their classes regularly as a way of stimulating critical thinking in their students and providing variety in their teaching methods. The book is presented in three sections. The first presents reasons why WAC is important to all classes, not just English classes. This section serves to encourage new WAC users by highlighting and explaining the many benefits created by WAC. The second section gives detailed descriptions of 29 different writing assignments, which have been tested in a variety of courses. Section 3 provides a listing of 18 World Wide Web sites which have interesting materials concerning WAC approaches. (RS)

ED 461 891 CS 509 405

Strohkirch, C. Sue; Brice, Lynn M.

Unifying Instructional Research and Teaching: The Role of the Basic Course Director.

PUB DATE- 95

NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; Communication Skills; Higher Education; Instructional Improvement; Instructional Innovation; *Introductory Courses; *Speech Communication; *Student Needs; *Teacher Role

IDENTIFIERS- Applied Communication; Speech Communication Education

Since students learn conceptually, the basic speech course should be more than a skills course. Skills are the mechanics of speaking; teaching only skills tends to produce mechanical speakers. Basic course instructions need to continue to address skills, but must also address concepts. Concepts come from research, and the emphasis of the basic course should be that speech communications is a discipline steeped in research. Research should be brought into the basic speech course in three ways: (1) as preparation for the course--the basic course instructor as a consumer and implementer of research; (2) as

To Wear" (John Ritter); "Alert" (John Davis); "Another Typical Day of One Overseas School Head" (Elsa Lamb); "Bearing Gifts of Appreciation and Gratitude" (Daryle D. Russell); "War in Beirut" (Catherine Bashshur); "Sanaa International School and Quality Schools International" (Jim Gilson); "Department of Defense Schools: The Largest District" (Thomas R. Ellinger); "Stop the Work" (Robert B. Gaw); and "Schools in Charge of Their Destiny in Discipline" (Max R. Tudor). Chapter 6 consists of: "Stewardship: Financial Management in Overseas Schools" (Dan Tighe). Chapter 7 examines education programs for overseas staff and consists of: "Education Programs" (David C. Smith and William Gordon); "Part I: Higher Education Involvement" followed by two introductory essays: "Higher Education Involvement" and "Establishing Inservice Programs for Overseas Schools" (David C. Smith and William Gordon). This is followed by individual essays on this topic: "Mallorca Summer: Sun, Sangria, Supervision, and Syntax" (Leon Durkin); "Teaching Overseas Educators: A Professor's View" (William Gordon); "Adjusting to International Settings"; "Certifying Course Completion Requirements"; and "EARCOS in Manila and the Mayor's Remarks" (Daryle D. Russell). The second part of the chapter examines K-12 programs. (RKJ)

ED 461 913   EA 031 460

Kennedy, Robert L., Ed.; Witcher, Ann E., Ed.
Time and Learning: Scheduling for Success. Hot Topics Series.
PUB DATE- 98
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alternate Day Schedules; *Block Scheduling; Elementary Secondary Education; *Extended School Year; *Flexible Working Hours; *School Schedules; *Time Factors (Learning)

This book provides information for educators considering ways to make the best use of time available for learning. Twenty-one articles are divided into 5 chapters. Chapter 1: "How Can We Make the Most of the School Day?" includes an overview and 6 articles: (1) "Block Scheduling" (Karen Irmsher); (2)"The Hybrid Schedule: Scheduling to the Curriculum" (Gerald L. Boarman and Barbara S. Kirkpatrick); (3) "Improving School Climate: Alternating-Day Block Schedule" (Donald G. Hackmann); (4) "Parallel Block Scheduling: Accommodating Students' Diverse Needs in Elementary Schools" (Martha E. Snell, Dianne Koontz Lowman, and Robert Lynn Canady); (5) "A Colorado School's Unrocky Road to Trimesters" (Tom Stumpf); and (6) "Designing Classroom Spaces: Making the Most of Time" (Deborah W. Tegano et al.). Chapter 2: "When Will the School Day Begin and End?" includes an overview and 4 articles: (7) "Killing Time" (Kathleen Kennedy Manzo); (8) "Extending School Hours: A Capital Idea" (John Hodge Jones); (9) "The Effects of Full-Day Kindergarten on Student Achievement and Affect" (David Hough and Suzanne Bryde); and (10) "Too Little, Too Late" (Millicent Lawton). Chapter 3: "How Long Should the School Week Be?" is followed by an overview and 4 articles: (11) "Evaluation of the Four-Day School Week in Idaho Suburban Schools" (Richard L. Sagness and Stephanie A. Salzman); (12) "Perspectives: Implementing the Modified Four-Day School Week" (C. Del Litke); (13) "A Matter of Time: Schools Try Four-Day Weeks" (Robert C. Johnston); and (14) "Saturday School" (Saturday School Associates, Inc.). Chapter 4: "Can the Length or Configuration strengthened when universities and local school districts enter into partnerships that acknowledge the realities and complexities of the principal's job and stay focused on successful teaching and learning for all students. (Contains 35 references.) (RT)

ED 461 932 EA 031 526

Hall, Lisa; Klotz, Jack
A Regional Study of Gender Differential Perceptions of Mentoring Functions in Accessing the Superintendency.
PUB DATE- 01
NOTE- 110p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001). Contains light type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Gender Issues; *Mentors; Professional Development; Public Schools; Role Models; *Superintendents; *Women Administrators

Currently, men hold the majority of superintendencies in the United States. A 2000 study found that 94.9 percent of American superintendents are white and 86.6 are male. Only 13.2 percent of the nation's superintendent positions are held by women, 91.6 percent of whom are white and 7.1 percent are minority. The absence of mentoring relationships, role models, and networks are frequently cited in the literature as primary reasons why more women do not go into the superintendency. This study was conducted to gather descriptive data on female and male superintendents in South Carolina, Georgia, Alabama, Mississippi, and Florida involved in a mentoring relationship and to examine the perceived helpfulness of career and psychosocial mentoring functions provided by their mentors. Hypotheses to be investigated involved whether differences exist between same-gender and cross-gender mentoring relationships. Data were collected using mailed survey forms. Statistical analysis of data shows that male mentors were chosen more frequently by both male and female superintendents. Few females were selected as mentors. Mentors for Caucasian and female superintendents were predominately Caucasian males. Further research is recommended comparing groups of superintendents involved in mentoring programs at various stages of their careers, and comparing groups of same-gender and/or cross-gender superintendents with various ethnic backgrounds. (Contains 124 references.) (RT)

ED 461 933 EA 031 527

Torp, Linda; Sage, Sara
Problems as Possibilities: Problem-Based Learning for K-16 Education. 2nd Edition.
PUB DATE- 02
NOTE- 261p.; For first edition, see ED 422 609.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Style; Elementary Secondary Education; Higher Education; Learning Activities; Learning Strategies; Nontraditional Education; *Problem Based Learning; Problem

Gifted and Talented Primary-Age Students: Recommendations for Identification and Service.
PUB DATE- 02
NOTE- 20p.; "This booklet supplements 'The Best Practices Manual for Gifted and Talented Programs in Idaho' and references to the later are made periodically. For Best Practices Manual, see ED 416 664.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Identification; Delivery Systems; *Early Intervention; *Eligibility; *Gifted; Inservice Teacher Education; Parent School Relationship; Primary Education; Program Improvement; Services; State Programs; Student Characteristics; *Talent; Talent Identification
IDENTIFIERS- *Idaho

This report provides recommendations of an Idaho task force concerning identification of primary age gifted and talented (G/T) students and the improvement of services to this population. Each of the five sections presents the task force recommendations followed by research evicence supporting the recommendations. The five sections address: (1) early intervention; (2) identification guidelines; (3) service guidelines; (4) professional development; and (5) parents as partners. Among the recommendations are the following: G/T primary-age students' needs should be addressed beginning in kindergarten; the identification process should be perceived as a "needs assessment" and not merely as a means to qualify students; tests with high ceilings should be administered to primary-age students topping out on most tests; the primary level curriculum should be differentiated by ability, interest, development level, and level of complexity; professional development for teachers of primary-age students should be provided to increase awareness of the five mandated talent areas; and school districts should be more involved in educating parents of primary-age children about characteristics of gifted children. A table compares four elementary school service delivery options in the areas of academic and talent development. (Individual sections contain references.) (DB)

ED 461 953 EC 308 800

Leslie, Gail, Ed.
Research to Real Life: Innovations in Deaf-Blindness.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 31p.; "The National Information Clearinghouse on Children Who Are Deaf-Blind is a collaborative effort between Teaching Research of Western Oregon University, Perkins School for the Blind and Helen Keller National Center."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Deaf Blind; Demonstration Programs; *Educational Practices; Elementary Secondary Education; *Research and Development; *Research Utilization; Services; *Theory Practice Relationship

This publication presents examples of research findings that are being put to practice to improve educational services to children with deaf-blindness. Each program description includes photographs and a highlight of key practices. Individual selections are: (1) "Early Intervention: Beginning with Babies"

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Behavior Change; Communication Skills; *Disabilities; Educational Principles; Elementary Secondary Education; *Inservice Education; Intervention; *Paraprofessional School Personnel; *Special Education; Staff Development; Teaching Methods

This kit for training paraeducators working with students who have disabilities includes a facilitator's manual, a paraeducator workbook, and six videotapes, one for each unit of instruction, and an instructor training videotape. The materials are to be used with small groups during training sessions totaling 14-20 hours. The facilitator's manual contains everything in the paraeducator's workbook plus suggestions for use of the videotapes, group discussion, and development of group exercises. Each videotape reviews material from the unit, presents examples of classroom applications of concepts or skills, and describes video-based exercises. The five units focus on: (1) goals and implications of educating students with disabilities; (2) working as a paraeducator; (3) strengthening communication skills; (4) strengthening behavior; and (5) strengthening skills with effective instruction. Individual lessons address topics such as principles for educating students with disabilities, understanding human development, integrating students with disabilities, background information on special education, the Individual Education Plan, the paraeducator's responsibilities, ethical standards, communicating effectively with the Child Study Team, communicating effectively with students, principles of behavior, reinforcing behavior, applying interventions to strengthen behavior, and principles of effective instruction. Eight appendices include blank progress checks, student observation forms, and a checklist of potential reinforcers. (Contains 20 references.) (DB)

ED 461 972 EC 308 823

Morgan, Robert L.; Gee, Tamara S.; Merrill, Zandria; Gerity, Brent P.; Brenchley, Rebecca
Colleagues in the Classroom: A Video-Assisted Program for Teaching Supervision Skills. Multimedia Kit .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 311p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Communication Skills; *Elementary Secondary Education; Inservice Teacher Education; Leadership; *Paraprofessional School Personnel; Staff Development; *Supervision; *Teacher Role; Videotape Recordings; Workshops

This kit provides materials for training educators to better supervise paraeducators and other classroom personnel. It consists of an instructor's manual, a trainee's workbook, and six videotapes, one for each unit. The training program is intended for small groups in six sessions in either inservice or university settings. The instructor's manual includes the trainee's workbook and additional information to help the instructor use the videotapes, generate group discussion, create group exercises, and stimulate interest. The videotapes metaphors of the group were adopted in a largely intact fashion, but with varying underlying conceptualizations reflecting differences in individual mappings across conceptual domains and in the influence of both multiple social voices and personal teaching experience. The paper recommends the use of metaphor as a tool to increase self-reflection among L2/FL teachers. Appendix includes table of conceptual metaphors, exemplar metaphors, and examines defining what "an ESL teacher is like." (Contains 44 references.) (SM)

ED 461 991 FL 027 137

Bahous, Jocelyne
What Language Should a Lebanese Child Learn First?
PUB DATE- 99
NOTE- 6p.; Paper presented at the Lebanese American University "Multilingualism and Multiculturalism in Lebanon" One-Day International Conference (Beirut, Lebanon, December 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Child Development; Elementary Secondary Education; Foreign Countries; Language Proficiency; *Multilingualism; *Second Language Learning
IDENTIFIERS- *Lebanon

Bilingualism is common in Lebanon's educational system. The national curriculum requires students to learn a second language beginning in kindergarten and to study science and mathematics in that second language in later years. The national curriculum requires that another foreign language be taught by seventh grade. Although Arabic is the national language, all Lebanese children are required to achieve mastery in at least one foreign language. Many Lebanese parents use a foreign language at home in order to facilitate their children's school learning. At age 3, children attend nursery school, with admissions tests given in their dominant language. By the end of nursery school, children can speak one or two languages fluently. The critical point for second language acquisition without an accent is near puberty. Factors affecting language acquisition between ages 6 and 10 years include: brain development and maturation, psychomotor coordination of the speech muscles, intellectual development, and the affective domain (self-consciousness and attitudes). Children learning two languages simultaneously acquire them using similar strategies. The errors they make are developmental and not subject to first-language interference. Children who do not continue their foreign language use after their early education find that their language skills deteriorate. (SM)

ED 461 992 FL 027 138

Yang, Yi
Chinese Interference in English Writing: Cultural and Linguistic Differences.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Chinese; *Cultural Differences; *English (Second

examined the impact of strategy training on listening performance. Participants were 46 students enrolled in the preparatory year of the English Language Education Department of Trakya University, Turkey. Students were divided into an experimental and a control group, and their learning style preferences and listening strategies were determined. Students showed failure in prediction, in timing, in elaboration or retrieval, and in use of cover strategies, so the intervention provided cognitive and metacognitive strategies in those areas. Both groups worked with a textbook that included some strategy training 4 hours per week, and they also completed 3 hours of a language development course. In the language development course, experimental students underwent a conscious cognitive strategy training process that used audiotapes and videotapes selected from authentic materials presented by the BBC. Pretests and posttests examined various types of listening tasks. Results showed no significant performance differences between the two groups at pretest, but a positive difference was evident at posttest (the experimental group showed improvement in listening performance). (SM)

ED 462 012 FL 027 162

Hill, Monica
English Vocabulary Learning by Chinese Students: How Can Phonology Help?
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the International Association of Applied Linguistics (Tokyo, Japan, August 1-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; College Students; Comparative Analysis; *English (Second Language); Foreign Countries; German; Graduate Students; Higher Education; *Language Processing; Native Speakers; *Phonology; *Second Language Learning; Vocabulary Development
IDENTIFIERS- Hong Kong; *Phonological Processing; Phonological Skills

This study investigated whether or not Hong Kong Chinese adults would benefit from hearing, or phonologically processing, unfamiliar English words upon first encountering them. Participants, who represented different levels of English proficiency, included Chinese undergraduate students, postgraduate students, and adult native speakers of English. A series of empirical studies was conducted to ascertain whether or not certain variables would affect participants' learning performance. A contrastive study compared the effect of phonological processing by Chinese students and German students of a similar standard of English but whose first language was based on the Roman alphabet. Results of the studies highlighted the difficulty that Chinese students, particularly those less skilled in English, had in phonologically processing unfamiliar English words. The phonological dimension of word learning had a significant effect on Chinese second language learners, but not on those whose first language was written in alphabetic script. Even those who could decode the phonemic symbols were able to recall more words, although the difference was not statistically significant. (Contains 12 references.) (SM)

ED 462 013 FL 027 163

these institutions, 971 nurse educators without the minimal academic credential for national accreditation. Most faculty members were White, with African Americans representing 12%, and American Indians, Asians, and Latinos each representing 2% or less. Racial diversity was greatest in the baccalaureate programs. Most of the nursing education units could have accepted more students. Based on the survey results, the SREB Council on Collegiate Education for Nursing plans to work to establish regional consortia of graduate programs, improve data collection and dissemination of demographic data, collaborate with national organizations to address nurse educator recruitment, and perform cost benefit analyses of distance learning technology for nursing. (Contains 24 tables.) (SLD)

ED 462 034 HE 034 647

Racial/Ethnic and Gender Diversity in Nursing Education.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Diversity (Faculty); Equal Education; *Ethnicity; Gender Issues; Higher Education; Minority Groups; *Nursing Education; *Racial Composition; *Sex Differences
IDENTIFIERS- *Nurse Educators

This report provides an overview of activities to increase racial/ethnic and gender diversity in nursing and nursing education. Data are from a survey on gender diversity completed by 193 nursing education administrators in the 16 Southern Regional Education Board (SREB) states and the District of Columbia and a survey about the racial/ethnic composition of nursing students and faculty completed by 275 administrators. In 52% of the nursing education units, the racial/ethnic diversity of students increased in the last 5 years, and only 4% showed decreases in racial/ethnic diversity. The racial/ethnic makeup of faculty was unchanged in 60% of the nursing education units, but diversity increased in 29% of the programs. At the beginning of the 2000-2001 academic year, 89% of nursing students were women and 11% were men. Graduates in 2000-2001 showed similar proportions of men and women, but 35% of nursing education units reported increases in the number of male students and only 11% reported decreases. Only 5% of the nursing faculty in 2000-2001 were men, and projections suggest that this percentage will remain unchanged in the 2001-2002 academic year. Most nursing education units have recruitment partnerships with area high schools and some have recruiting partnerships with professional organizations. Few reported partnerships with youth organizations. Some ways to improve recruiting partnerships are discussed, as are methods for student and teacher recruitment and ways to increase funding. (Contains 14 tables.) (SLD)

ED 462 035 HE 034 648

Curtis, Deborah A.; Harwell, Michael
Training Graduate Students in Educational Statistics: A National Survey.
PUB DATE- 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

Data (110)
DESCRIPTORS- *Access to Education; Data Analysis; Educational Equity (Finance); *Educational Opportunities; Educational Trends; *Higher Education; Low Income Groups; *Paying for College; Public Policy; Tables (Data); Trend Analysis

Each of the 12 issues of this 1999 publication contains 1 or more analyses of postsecondary educational opportunities. Titles of the individual analyses are: (1) Parental Educational Attainment and Higher Educational Opportunity (number 79); (2) Refinancing Higher Education, 1952 to 1997 (number 79); (3) State Outreach Efforts to Students from Low Income Families, 1996 (number 80); (4) Why College? Private Correlates of Educational Attainment (number 81); (5) Refocusing Student Financial Aid: From Grants to Loans, from Need to Merit, from Poor to Affluent (number 82); (6) Metropolitan Status and Higher Educational Opportunity (number 82); (7) Chance for College for Dependent Students from Low Income Families by State 1992-93 to 1997-98 (number 83); (8) A Merit-Aware Model for College Admissions and Affirmative Action (William J. Goggin, number 83); (9) Changing Industrial Employment Effects on Men and Women 1939 to 1998 (number 83); (10) Hope and Lifetime Learning Tax Credits (number 83); (11) College Continuation Rates for 1998 High School Graduates (number 84); (12) The Decline of Need-Based Student Financial Aid 1978 to ? (number 84);(13) Educational Attainment and Income for Persons, Households, Cities and States 1940 to 1998 (number 85); (14) Educational Opportunity by Family Income 1970 to 1997 (number 86); (15) The Changing Face of America (number 86); (16) Tracking High School Graduation 1970 to 1998: Raising the Bar (number 87); (17) A Preliminary Report: FY2000 State Appropriations for Higher Education (number 87); (18) Unmet (and Overmet) Financial Need of Undergraduate Students (number 88); (19) Institutional Graduation Rates by Academic Selectivity and Low Income Representation (number 88); (20) Freshman to Sophomore Persistence 1983 to 1999 (number 89); (21) Institutional Charges and Family Income 1968 to 1998: Monitoring College Affordability (number 89); and (22) State Tax Appropriations for Higher Education, FY 2000 (number 90). Each issue contains charts and graphs. (SLD)

ED 462 055 HE 034 682

Satterlee, Anita G.
Conflict Resolution Strategies for the Adult Higher Education Student.
PUB DATE- 02
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; *College Students; *Conflict Resolution; Coping; Higher Education; Nontraditional Education; Student Attitudes; *Student Role

Educational credentials are used as a yardstick with which to measure the knowledge, skills, and abilities of adults, regardless of actual workplace abilities. With this pressure to earn a credential, adults are returning to higher education in vast numbers. Unlike students in traditional age ranges, adult students have multiple roles they must fulfill. The obligations of the roles of parent, spouse, child, and worker must be met in addition to those of student. The potential for conflict in any of the roles of the adult student is real, and the conflict must be resolved in a timely manner so that the student can put accessing Web sites; (9) a modest number of people said they found the Internet useful in the aftermath of the attacks; and (10) 11% of Americans cancelled or postponed travel plans. The report describes postings to discussion sites, ways that individuals responded to the attacks (e.g., displaying flags, donating money), and how people first learned about the attacks. (MES)

ED 462 073 IR 021 035

It's a Wild Ride. Videotape .
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 0p.; Distribution supported by Intel R Innovation in Education, http://www.intel.com/education. Alternate Title: "It's a Wild Ride at O'Leary Junior High."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Design Requirements; Grade 8; *Interdisciplinary Approach; Junior High Schools; Language Arts; Linear Programming; Motion; Secondary School Mathematics; Secondary School Science; *Student Projects; Technical Writing; Videotape Recordings
IDENTIFIERS- Amusement Park Rides; Roller Coasters; Web Sites

This 15-minute VHS videotape introduces an interdisciplinary math, science, and language arts project for eighth grade. Students learn about and apply laws of motion, linear functions, and technical reporting as they design and present an ultimate roller coaster. The project is organized in five phases that generate knowledge about design principles of roller coasters: Phase 1: Accessing prior knowledge about roller coasters; Phase 2: Investigating content-specific skills and knowledge with experiments in math and science that build understanding about force and the laws of motion; Phase 3: Expanding knowledge of roller coaster design with research and further experimenting related to roller coasters; Phase 4: Applying new knowledge to the design and construction of a roller coaster model; and Phase 5: Contributing knowledge to a group roller coaster design in one of four careers--engineering, architecture, research, or public relations. The materials featured in the video are available at the Intel Innovation in Education World Wide Web site: http://www.intel.com/education. (MES)

ED 462 074 IR 021 036

Elias, Maurice J.; Friedlander, Brian S.; Tobias, Steven E.
Engaging the Resistant Child through Computers: A Manual To Facilitate Social and Emotional Learning.
PUB DATE- 01
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; *Disabilities; Educational Technology; Elementary Secondary Education;

Year Colleges
IDENTIFIERS- *Bellevue Community College WA

Two surveys were administered to samples of Bellevue Community College (BCC) (Washington) students in fall 1999: the Faces of the Future (FOF) survey (administered to 399 credit and 195 non-credit students), and the Community College Student Experiences Questionnaire (CCSEQ) survey (administered to 370 credit students). Significant findings are reported according to seven categories: demographic characteristics, finances and work, educational attainment, student goals, quality of effort, services for students, and satisfaction and gains. Findings include: (1) 20% of non-credit, 17% of credit, and 59% of Asian/Pacific Island students are not native English speakers; (2) 50% of students experienced major stressful life events in the past 2 years; (3) 75% of credit students are employed (half working over 20 hours per week) and 75% said jobs interfered with schoolwork; (4) 59% of credit and only 13% of non-credit students received no educational financial support from employers; (5) 25% of credit students are first-generation college students; (6) 75% of non-credit students already have a college degree; (7) 75% of students stated the most important reason for attending was to transfer to a four-year college; (8) 50% of credit students were not involved in any campus organizations; and (9) 86% of credit and 91% of non-credit students were satisfied with their experiences at BCC. (Includes 117 figures.) (KP)

ED 462 093 JC 020 158

Articulation Committee Handbook: A Guide to the Mandate and Operations of Provincial Post-Secondary Articulation Committees in British Columbia. Third Edition.
PUB DATE- 01
NOTE- 42p.; Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Articulation (Education); Colleges; Committees; Community Colleges; Foreign Countries; Higher Education; *Postsecondary Education; *Transfer Policy; *Transfer Programs
IDENTIFIERS- *British Columbia

This handbook, created by the British Columbia Council on Admissions and Transfer (BCCAT), serves as a guide to individuals who serve on postsecondary articulation committees in British Columbia. The handbook is divided into four parts. Part A includes a chart detailing the major activities of BCCAT and a description of the membership, purpose, and objectives of the Transfer Articulation Committee (TAC) responsible for overseeing the work of all articulation committees. Part B includes a description of the roles, objectives, goals, and other guidelines for articulation committees; a description of the roles and responsibilities of BCCAT and articulation committee chairs, individual committee members, and system liaison persons; and guidelines for setting effective meeting agendas and taking minutes. Part B also includes answers to frequently asked questions, such as the process to be followed when an institution changes its curriculum, how to encourage institutions to participate in articulation committees, how to keep meetings on track, and the expectations of host institutions. Part C outlines principles and guidelines for transfer, including procedures for flexible and innovative

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Articulation (Education); College Role; *College Transfer Students; *Community Colleges; Educational Assessment; Educational Objectives; *Enrollment; Higher Education; *Outcomes of Education; Program Implementation; *Transfer Programs
IDENTIFIERS- *California Community Colleges; *University of California Davis

This report discusses the effort put forth by the University of California (UC) at Davis and California's community colleges to reinvigorate and strengthen transfer student academic success. The report offers information on the Transfer Opportunity Program (TOP), Transfer Admission Agreements (TAA), and Transfer Articulation Agreements that exist between UC Davis and certain California community colleges. The TOP supports transfer students by placing UC admission advisors at nine community colleges to help aid the students' transition from community college to a four-year institution. UC Davis also has transfer agreements with 56 California community colleges. The report provides statistics on transfers entering UC Davis from fall 1984 through spring 1999. Findings show that approximately 36% of new undergraduates at UC Davis enter as transfers. Three-fourths of these transfers are from community colleges. About one-third (12%) of the transfers are from under-represented ethnic groups. Transfer enrollment figures are stated to have dropped steadily over the last four years. Overall, 80% of the transfers entering in fall 1984 had graduated by the end of spring 1999. The report includes 7 charts and 9 tables. (MKF)

ED 462 114 JC 020 182

Kartje, Jean Van Landuyt
Determined To Succeed: Re-Entry Women in Community Colleges.
PUB DATE- 00
NOTE- 280p.; Doctoral Dissertation, Loyola University, Chicago.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adult Education; Adult Learning; Adult Students; *Age; Age Groups; College Faculty; *College Students; *Community Colleges; *Females; *Gender Issues; Nontraditional Students; *Reentry Students; Sex Differences; Student Role; Success; Teacher Role; Two Year Colleges

The number of women who elect to study at the community college has escalated dramatically during the last three decades. The U.S. Department of Education National Center for Education Statistics (NCES) reports that of the 111,607 associate degrees awarded in 1965-1966, 47,828 (43%) were earned by women. In 1993-1994, 542,449 associate degrees were earned, with 321,459 (59%) being awarded to women. The Department of Education also reports that in the fall of 1970, 40% of the 2,195,412 students in public two-year colleges were women. By 1998, 58% of the 5,277,829 community college students were women. Although NCES categories for data collection do not isolate male and female student populations in community colleges by age, it is known that 60% of the public community college students enrolled in the fall of 1995 were 22 or older. Therefore, it is likely that the largest percentage of the community college student population--women--is largely comprised of non-traditionally aged students. This report presents a historic framework in which to examine the influences that have led re-entry women students and community college programs to their current

Parent School Relationship; Periodicals; Preschool Children; Reading Attitudes; School Readiness; Verbal Abuse
IDENTIFIERS- *Cooperative Preschools; Fire Safety Education; Firesetters; Independent Behavior

"Offspring" is a magazine for parents, teachers, and others, intended to provide a forum for views on dealing with young children, to express a variety of ideas, to promote the co-op philosophy, and to enhance the relationship of members of these groups with children and with each other. This document contains issues 1 and 2 from 1994. The first issue presents six articles on the following topics: (1) understanding one's place in the family (an interview with Sister Karen Hawver); (2) promoting independence in preschool children; (3) helping children go to school for the first time; (4) helping children deal with death; (5) raising children to be readers; and (6) observing a young girl's changing flair for fashion. The second issue presents five articles on the following topics: (1) working in co-operative nurseries; (2) dealing with children with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD); (3) teaching children to listen the first time; (4) learning from counseling by a firefighter; and (5) learning about the effects of verbal abuse on children. (AP)

ED 462 134 PS 024 450

Sjostrom, Lisa; Stein, Nan
Bullyproof: A Teacher's Guide on Teasing and Bullying for Use with Fourth and Fifth Grade Students.
PUB DATE- 96
NOTE- 69p.; Developed by Nan Stein; formulated by Nan Stein and Emily Gaberman; illustrated by Dominic Cappello. Also published by the National Education Association (NEA) Professional Library.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Bullying; Case Studies; Change Strategies; Classroom Techniques; Females; Grade 4; Grade 5; Intermediate Grades; Interpersonal Competence; *Learning Activities; Peer Relationship; Sexual Harassment; Teacher Role
IDENTIFIERS- *Teasing

Bullying is a topic rarely talked about in a sustained, non-judgmental, and age-appropriate manner. The subject is also an under-studied phenomenon in the United States, in contrast with Britain, Norway, and Sweden. In the past, studies on bullying have focused on the pathology of the bully instead of on the whole school culture, or bullying has been regarded as an unfortunate stage that some children go through on their way to adolescence. This guide provides a framework for teachers and students to understand bullying, to identify the differences between bullying and teasing as well as the definition of sexual harassment, and to develop appropriate responses to such behaviors. The guide contains 11 sequential core lessons for fourth and fifth graders that are comprised of writing activities, reading assignments, class discussions, role plays, case studies, and homework assignments intended to encourage children to think about the distinctions between teasing and bullying. These activities help children focus on the boundaries between appropriate and inappropriate, and playful and hurtful behavior. A list of resources and relevant

Texas Child Care Portfolio, 1999.
SPONS. AGENCY- Texas Work and Family Clearinghouse, Austin.
PUB DATE- 99
NOTE- 541p.; Project team included Nancy L. Hard, Tracy Hurley, and Pamela Hormuth.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counties; *Day Care; *Day Care Centers; Early Childhood Education; *Family Day Care; Profiles; State Surveys; Statistical Surveys; Tables (Data)
IDENTIFIERS- Availability (Programs and Services); *Day Care Availability; *Texas

Noting that the need for child care has become a critical component of getting parents off welfare rolls and into jobs, the Texas Association of Child Care Resource and Referral Agencies (TACCRRA) developed this report providing a portrait of regulated child care availability in each Texas county to assist planners and policymakers at community, county, and state levels in finding solutions to child care challenges. The report also provides a baseline to promote understanding of the current state of child care in Texas. Following introductory remarks, Section 1 of the report provides guidance in interpreting the profiles, defines variables, details data sources, and explains common acronyms and terms. Section 2 presents state information. Section 3, the bulk of the report, contains county fact sheets, with some counties having one-page profiles and some having two-page profiles. The one-page profiles provide information on the following indicators: (1) county demographics; (2) county-level information about family status and composition; (3) unemployment rates; (4) workforce development area employment trends and their effect on child care; (5) workforce development area child care workforce estimates; (6) licensed/registered child care spaces by age group; (7) total licensed/registered facilities and space; (8) licensed/registered child care spaces by program type; and (9) the average weekly price of full-time child care--the two-page profiles include the following additional information: (10) the average daily price of part-time child care; (11) a county map with identified geographic areas; (12) county demand/availability rating for identified geographic areas; (13) types of consumer educational material provided to parents by local agencies; (14) number and type of accredited facilities; (15) percentage of facilities offering full-time or part-time care; and (16) number and percentage of facilities offering nontraditional child care. (KB)

ED 462 155 PS 030 081

Yarbrough, Karen W.
Step by Step: Incorporating Developmental Screening into Programs and Services for Young Children. Birth-2-3 Best Practices.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 01
NOTE- 13p.; This brief was produced by the Best Program Practices and Outcomes Committee of the Birth to Three Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DFSCRIPTORS- *Early Identification; *Infants; Prevention; Program

ED 462 177 PS 030 114

Guidebook to Developing a Collaborative Partnership Written Agreement.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 01
NOTE- 60p.; Appended is Appendix A from "Together We Can: A Guide for Crafting a Profamily System of Education and Human Services" (Atelia I. Melavile and Martin J. Blank with Gelarch Asayesh).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Agency Role; Change Strategies; *Contracts; *Cooperation; Cooperative Planning; Educational Cooperation; *Human Services; *Partnerships in Education; Preschool Education
IDENTIFIERS- Indicators; Negotiation Processes; Project Head Start

As programs serving young children and their families increasingly work together to provide services, written agreements or contracts become more important in clarifying the roles of each partner in the collaboration. This document provides guidance in developing written agreements between Head Start programs and other programs or agencies. The guidebook begins with a definition of a partnership agreement and makes suggestions for negotiating such an agreement. The guidebook further describes the process in developing a written agreement, including: (1) creating a shared vision; (2) learning about community needs, resources, and services; (3) developing goals; (4) increasing awareness of innovative strategies; (5) deciding agency responsibilities and setting timelines; (6) committing resources; (7) developing the written agreement; and (8) developing a means of monitoring the progress of the collaborative relationship. In addition, the guidebook lists elements that all written agreements should contain. The guidebook concludes with questions agencies may keep in mind as they consider collaborating with one another and asserts that developing relationships across agencies offers a better chance of addressing needs than working on them separately and partially. A list of resources completes the guidebook. Appendices include: checklists detailing a process for crafting a system of pro-family education and human services and delineating indicators of system change; group activities to encourage agency participants to deal with difficult issues; a list of elements of successful partnership agreements/contracts; and sample written agreements between Head Start programs and child care or other agencies. (KB)

ED 462 178 PS 030 120

Preschool for All: Investing in a Productive and Just Society. A Statement by the Research and Policy Committee of the Committee for Economic Development.
PUB DATE- 02
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Walker, Catherine; Antaya-Moore, Dana
Make School Work for You. Teacher Implementation Guide and A Resource for Junior and Senior High Students Who Want To Be More Successful Learners.
PUB DATE- 01
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; High School Students; High Schools; Junior High School Students; Junior High Schools; Learning Activities; Notetaking; Outlining (Discourse); Parent Student Relationship; Self Evaluation (Individuals); *Student Improvement; Student Motivation; *Study Habits; *Study Skills; Test Wiseness
IDENTIFIERS- Alberta

This document comprises a teaching guide and a student guide. The teaching guide is designed to help junior and senior high school teachers in Alberta, Canada implement the study skills curriculum, "Make School Work for You," in the classroom. The guide includes suggestions for familiarizing students with the contents of the student resource, sample instructional activities for introducing study skills and strategies, and ideas for assessing students' learning. Section 1 of the teaching guide suggests ways to use the study resource, including teaching study skills in content areas, or using it as a core text for study skills courses. Sections 2 through 4 suggest introductory activities and contain the corresponding blackline masters for copying and answer keys. Section 5 presents sample instructional activities for each chapter of the student resource: (1) "Know Yourself"; (2) "Get Organized"; (3) "Make Every Class Count"; (4) "Use Tests To Show What You Know"; (5) "Present Your Learning"; (6) "Get Along with Others"; (7) "Get People on Your Side"; and (8) "Stay Motivated." Section 6 gives suggestions for assessing student understanding. Section 7 contains sample performance tasks for student assessment, including a personal inventory of learning styles, and essay planner for test preparation. Section 8 contains blackline masters from the activities section of the student resource. An evaluation form completes the teaching guide. The student guide includes several self-evaluation activities to assist students in identifying their own learning challenges and strengths, setting goals, organizing their study time, getting along with others, and staying motivated. Also highlighted are note-taking and test-taking skills as well as ways to present one's learning effectively. (Contains 19 references.) (KB)

ED 462 195 PS 030 167

Kindergarten in Alberta: A Handbook for Parents, 2001-2002. Catholic School Version.
PUB DATE- 01
NOTE- 37p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-

students often considered hopeless. They use the HSTW framework of key practices to improve curriculum and instruction. The specific HSTW goal is to close by one-third the gap in reading, mathematics, and science achievement between career-bound students and college preparatory students nationally. District and school leaders support the faculty in challenging students to develop academic and technical knowledge and skills. Teachers work to improve career-bound students' ability to communicate, to solve problems, and to become productive citizens. Leaders and teachers at these schools work together to create an environment in which high standards are upheld and high performance is expected of all students. Teachers make challenging and meaningful assignments and provide extra help as needed. They find that many career-bound students respond to higher standards by working harder to learn more complicated materials. Teachers are also discovering that many parents are eager to become partners with the school in planning their children's high school program of study. These schools use HSTW data to link school and instructional practices to improved student learning. Leaders and teachers at these schools are dissatisfied with the level of student learning and are constantly seeking ways to improve it. Teams of teachers and school leaders, joined in many instances by parents and community representatives, are focusing on needed changes in curriculum and instruction. (YLB)

ED 461 715 CE 082 332

How To Start a Volunteer Literacy Program in Your Community.
PUB DATE- 01
NOTE- 19p.; Produced by the Secretary of State Literacy Office.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; *Community Programs; Fund Raising; Governing Boards; *Literacy Education; *Nongovernmental Organizations; Partnerships in Education; *Program Development; Program Implementation; Reading Achievement; Reading Instruction; State Standards; *Voluntary Agencies; Volunteer Training; Volunteers
IDENTIFIERS- *Illinois

Prepared by the office of the Illinois Secretary of State and State Librarian, this manual describes the components and basic start-up steps of successful volunteer literacy programs. The 17 short sections provide an overview of the following topics: (1) purpose and mission; (2) determining need in your community; (3) recruiting students; (4) screening and testing students; (5) recruiting volunteers; (6) training volunteers; (7) designing an instructional program; (8) keeping records; (9) libraries and literacy; (10) cooperating with others in your community; (11) cooperating with other literacy agencies; (12) finance and budget; (13) staffing; (14) long-range planning, business plan; (15) program evaluation; (16) raising money; and (17) incorporation and board of directors. Three one-page appendixes provide information about adult basic education and English as a second language testing materials, literacy volunteer training guidelines, and 11 sources for learning materials. (KC)

ED 461 716 CE 082 662

explain to parents other options than academic education. School counselor internships should include time spent at places where CTE occurs so that counselors-in-training gain first-hand experience of the value of CTE. Proponents of CTE should become advocates in bringing school counselors on board practicing CTE teachers as well as administrators and teacher education faculty should be involved in these efforts. (KC)

ED 461 733 CE 082 851

Gangl, Markus
Changing Labour Markets and Early Career Outcomes: Labour Market Entry in Europe over the Past Decade. Working Papers = Arbeitspapiere.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 00
NOTE- 37p.; Funded under the Targeted Socio-Economic Research program (TSER) as part of the Comparative Analysis of Transitions from Education to Work in Europe (CATEWE) Project. For other documents from CATEWE, see ED 459 355 and ED 461 039.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Cycles; College Graduates; Developed Nations; Dropouts; Economic Climate; Economic Factors; *Economic Impact; Economic Opportunities; Education Work Relationship; *Educational Status Comparison; Employment; *Employment Level; *Employment Problems; Entry Workers; Foreign Countries; High School Graduates; Labor Market; Occupational Aspiration; Outcomes of Education; Postsecondary Education; Secondary Education; *Unemployment; Vocational Followup; Youth Employment
IDENTIFIERS- *Europe

An empirical analysis used data for 12 European countries from the 1988-1997 European Community Labour Force Survey to assess the effects of cyclical changes in aggregate economic conditions, changing youth cohort sizes, increasing educational expansion, and structural changes in labor demand on new labor force participants. Emphasis was on the unemployment risks and occupational allocations of these labor market entrants. The study found that unemployment risks have closely followed the evolution of aggregate economic conditions with only a little impact from demographic factors. Changes in occupational allocation, in turn, are much dependent on the relative evolution of educational expansion and professionalization tendencies. In addition, these trends do not affect all educational leavers evenly. The lowest qualified are most heavily affected by cyclical changes in economic conditions, while leavers from university-level education have been more strongly affected by trends of changing occupational attainment. Increasing labor force professionalization is found to contribute to increasing labor market difficulties among the lowest qualified. (Contains 83 references.) (KC)

ED 461 734 CE 082 857

Sawchuk, Peter H.
The Final Report of the "Learning Capacities in the Community and Workplace Project": Unionized Industrial Workplace Site (Ontario), Winter 1998. NALL Working Paper.
SPONS. AGENCY- Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.; Social Sciençes and Humanities Research Council of Canada, Ottawa (Ontario).; Canadian Labour

IDENTIFIERS- *Illinois; *Plastic Casting

This document, which is intended to serve as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in jobs in the plastics molding industry. Agency partners involved in this project include: the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Commerce and Community Affairs, and the Illinois Department of Employment Security. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 22 tasks typically performed by individuals employed in occupations in the plastics molding cluster. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) performance assessment criteria. The following are among the tasks for which skill standards are provided: (1) maintaining a safe working environment; (2) handling various materials used in plastics molding; (3) using specific processing techniques (adjusting machine control parameters; troubleshooting; documenting process control changes; reporting shift production problems); (4) verifying part quality; and (5) performing secondary operations. Appended are the following: a glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Manufacturing Subcouncil, and Plastics Molding Skill Standards Development Committee members; and a list of necessary workplace skills. (MN)

ED 461 750   CE 082 885

Brugia, Mara; Gerard, Francoise; Tetart, Michel; Battezzati, Luciano; Mallet, Jeanne; Pellerey, Michele; Walker, Simon
Open and Distance Learning and the Professionalisation of Trainers. TTnet Dossier No. 4. CEDEFOP Reference.
PUB DATE- 01
NOTE- 80p.; Papers presented at the Training of Trainers Network Workshop (Rome, Italy, November 18-19, 1999). For TTnet Dossiers No. 1 and No. 2, see ED 445 197 and ED 445 202.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Computer Uses in Education; Delivery Systems; *Distance Education; Educational Change; Educational Demand; Educational Needs; Educational Supply; *Educational Technology; Educational Television; Educational Trends; Foreign Countries; Futures (of Society); Internet; Mentors; Multimedia Instruction; Needs Assessment; Online Systems; *Open Education; Postsecondary Education; *Professional Development; Skill Development; Teacher Competencies; Teacher Education; Teacher Qualifications; Teaching Skills; Technological Advancement; *Trainers; Training Methods; Trend Analysis; *Vocational Education
IDENTIFIERS- Europe; Impact Studies; Professionalization; Video Teleconferencing

This document contains five papers from a 1999 workshop in Rome on enhancing the professional skills and qualifications of trainers in open and distance learning organized by the TTnet network (Training of Trainers network). "The Different Types of Open and Distance Training and Their Impact on Trainers'

A Look at How Agencies Can Utilize Outcome and Performance Data To Enhance Service Delivery.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; David and Lucile Packard Foundation, Los Altos, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Child Welfare; Computer Uses in Education; Delivery Systems; Economically Disadvantaged; *Performance; Private Agencies; *Program Effectiveness; *Program Evaluation; Program Implementation; Public Agencies; *Welfare Agencies; *Welfare Services; World Wide Web
IDENTIFIERS- Alabama; Arizona; Kentucky; New York (New York); Oklahoma; Temporary Assistance for Needy Families

This issue focuses on a variety of performance measurement and outcome data resources as they relate to evaluating service delivery performance in areas that include employment (welfare-to-work and performance bonuses for work participation) and child welfare, as well as some general Temporary Assistance to Needy Families program areas. It also looks at the challenges of effective performance evaluation across different types of agencies--government, non-profit, and for-profit. A background section lists Welfare Information Network (WIN) sites for information regarding performance measurement, research, and evaluation and a Finance Project Web site devoted to information about better results for children, families, and communities. The next section describes nine "Publications and Electronic Resources" and lists their Web sites. A section on "What States/Agencies Are Doing" discusses activities and lists applicable Web sites for Alabama, Arizona, Kentucky, New York City, and Oklahoma. Web sites for 10 resource contacts are then listed. (YLB)

ED 461 767 CE 082 919

Aring, Monika; Corbitt, Cathleen
Best Practice Compass to Workforce Development: A Study. A Toolkit for Policymakers, Donors, Governments, NGOs and Practitioners.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC. Center for Human Capacity Development.
PUB DATE- 96
NOTE- 146p.; Produced by the Center for Workforce Development. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Education; Case Studies; Definitions; Developed Nations; Developing Nations; *Education Work Relationship; Educational Benefits; *Educational Practices; Educational Trends; *Evaluation Criteria; Evaluation Methods; Financial Support; Foreign Countries; Government Role; Government School Relationship; Guidelines; *Labor Force Development; Marketing; Nongovernmental Organizations; Nonprofit Organizations; Philanthropic Foundations; *Policy Formation; Postsecondary Education; Program Effectiveness; Program Evaluation; Public Policy; Questionnaires; Secondary

history of this process is described. (JDM)

ED 461 787 CG 031 535

Cuthbert, Bali
Involving and Responding to Parents: Opportunities and Challenges.
PUB DATE- 02
NOTE- 11p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; Comprehensive Programs; Elementary Secondary Education; *Family Involvement; *Family School Relationship; Guidance; Guidance Objectives; Needs Assessment; *Parent Participation; Program Evaluation; *School Counseling; *School Counselors; School Surveys
IDENTIFIERS- South Carolina

School counselors agree that for school counseling programs to be successful, parent participation is essential. Involving parents in designing a school counseling program increases the chances that the counseling objectives will be reinforced at home. One effective strategy used by the Dorchester School District in South Carolina is conducting a yearly needs assessment to determine the main concerns for the year. Parents, teachers, and students are surveyed to assess what changes and goals need to be made in the program and what new initiatives need to be introduced. Involving parents in program activities and keeping open communication with parents is also important. The article addresses these issues along with others. It offers suggestions for working with parents who disagree with a program's goals and presents ideas on how to compensate for other problems encountered. (JDM)

ED 461 788 CG 031 536

Price, Carolyn
A Variety of Parent Involvement Strategies: Enhancing Program Delivery through Productive Relationships.
PUB DATE- 02
NOTE- 8p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Comprehensive Guidance; Counselor Client Ratio; Cross Cultural Training; Elementary Secondary Education; Guidance; *Guidance Objectives; Leadership; School Districts; *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- South Carolina

It has become the role of student support services to delivery strategies to enhance academic achievement and success for their students. In this paper, several strategies are described that several school districts in South Carolina used to bring about change. One strategy involved adopting a comprehensive guidance program that promotes and allows for accountability and evaluation of personnel as well as district-adopted programs. A second strategy involved lowering the counselor-to-student ratios. A third strategy is the use of basic human

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; Advertising; *Alcohol Abuse; Children; *Drinking; Health Education; Influences; Mass Media Effects; Parent Attitudes; Parent Child Relationship; Parents; *Prevention; Public Opinion; *Public Policy; Research; Surveys

In preparing for this report, surveys and focus groups were conducted with adults (N=900), with or without children under the legal drinking age, to determine their attitudes, views, and thoughts regarding the problem of underage drinking. The survey was designed to identify opportunities for civic engagement on the issue of underage drinking and to find more effective marketing strategies for policies aimed at preventing and controlling underage drinking. The report assesses the extent and consequences of underage drinking and documents the pathways to use and abuse of alcohol by children and teens. It identifies the obstacles that hamper efforts to prevent underage drinking, including the economic interests of the alcohol industry in teen alcohol consumption; the ready availability of alcohol to minors; parental attitudes; and the influence of the media and advertising. Several suggestions are discussed to help reduce underage drinking such as reducing availability, reducing demand, restricting advertising, and creating public policies to limit teen illegal access to alcohol. Appended are: Survey Descriptions; Survey; Survey Methodology; Industry Advertising Guidelines: Youth Related Provisions; and E-Methodology: Assessing the Value of Underage Drinking to the Alcohol Industry. (Contains over 300 references.) (JDM)

ED 461 811 CG 031 573

Kottler, Jeffrey A.
Students Who Drive You Crazy: Succeeding with Resistant, Unmotivated, and Otherwise Difficult Young People.
PUB DATE- 02
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; *Classroom Techniques; *Conflict Resolution; Elementary Secondary Education; Interpersonal Relationship; Models; *Problem Children; Student Behavior; Teacher Effectiveness; *Teacher Student Relationship; Theory Practice Relationship

When educators face the stress and strain in the classroom brought on by disruptive and difficult students, solutions are not always readily available. In this book, a model for identifying, managing, avoiding, and rising above conflicted relationships is presented. This how-to guide blends theory and research with tangible examples gathered from personal experiences and interviews conducted with practicing teachers, counselors, school administrators, and students. Highlighted are examples of the forces that influence student behavior, strategies for dealing with and preventing difficult relationships, techniques for overcoming conflicts with parents, and resolving internal personal issues that interfere with effectiveness. (Contains 4 tables and 84 references.) (JDM)

ED 461 812 CG 031 574

Butt, Donna Sabino; Thurman, Kathy Barlow
Hey! I Can Read This! The Interactive Book Experience.
PUB DATE- 01
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Instructional Effectiveness; Learning Activities; Primary Education; *Reading Materials; Reading Motivation; *Singing
IDENTIFIERS- *Interactive Reading

This teaching resource goes beyond songs, games, and finger plays to function as a one-of-a-kind interactive book. Teachers are given basic instructions on how to create a variety of different interactive books for their students to enjoy. Lists of materials needed to create each book are also included with the instructions. The resource book links original text set to familiar tunes with manipulative pieces that are attached to the book with velcro. While singing the text, the children move the pieces to their appropriate places within the book. The resource provides reproducible patterns, instructions, and verses for more than 25 interactive books covering language, math, science, geography, and character education, and offers language extension activities too. It is divided into the following sections: Introduction: Dear Teachers; What Are Interactive Books and Why Use Them?; How to Make Interactive Books; How to Introduce and Use Interactive Books; and How Interactive Books Fit into the Curriculum. Appended are an Expanded Skills Grid and Index of Interactive Books (Listed by Skill). (NKA)

ED 461 832 CS 014 604

Brozo, William G.
To Be a Boy, To Be a Reader: Engaging Teen and Preteen Boys in Active Literacy.
PUB DATE- 02
NOTE- 205p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Literature; *Adolescents; Classroom Techniques; Instructional Effectiveness; *Literacy; *Males; Preadolescents; *Reading Motivation; Secondary Education
IDENTIFIERS- Active Readers; Aliteracy; *Archetypes; Reading Behavior; *Response to Literature; Vignettes

When it comes to reading, teen and preteen boys are the most difficult students. This book addresses the growing concern among middle and high school teachers about boys' lack of literacy growth and independent reading. The book makes the case that boys are in the greatest need of help with literacy instruction and stresses the importance of engaging boys in active literacy both in and out of school. Structured on the premise that adolescent males need to be exposed to literary images they can identify with and look up to, the book presents 10 positive male archetypes that engage boys and capture their unique male imaginations. It defines several such archetypes and shares instructional vignettes in which teachers across the implementing and evaluating a volunteer reading tutoring program. It also provides evaluation results and accompanying conclusions from five America Reads tutoring programs as well as program evaluation recommendations. (Contains 30 notes and 13 tables.) (NKA)

ED 461 852 CS 217 800

Bottoms, Gene; Bearman, Amy
Improving Reading and Writing Skills in Language Arts Courses and across the Curriculum. High Schools That Work Research Brief.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- High Schools; *Language Arts; *Reading Achievement; *Reading Skills; Student Needs; *Writing Across the Curriculum; *Writing Skills
IDENTIFIERS- *High Schools That Work; *Reading Across the Curriculum; Research Results

The 1998 "High Schools That Work" (HSTW) assessment contains good and bad news about the reading performance of the 23,900 career-bound students who participated in the assessment at experienced HSTW sites. Based on these findings, this research brief answers the following three questions: What progress are HSTW's sites making in advancing students' reading achievement? What conditions are associated with higher reading achievement? and How can schools get at least 85% of career-bound students to meet the HSTW reading goal? The brief first discusses reading achievement at HSTW sites, then focuses on some experiences associated with higher achievement in reading, and finally enumerates what districts and schools can do to improve the reading achievement of career-bound students. (Includes 5 tables and 2 figures.) (NKA)

ED 461 853 CS 217 801

Forget, Mark; Bottoms, Gene
Academic and Vocational Teachers Can Improve the Reading Achievement of Male Career-Bound Students. High Schools That Work Research Brief.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Area Reading; High Schools; *Males; Middle Schools; *Reading Achievement; *Reading Skills; *Reading Strategies; Student Needs; *Teacher Role
IDENTIFIERS- High Schools That Work; Instructional Strategy Usage; Research Results

The disparity between male and female career-bound students' abilities to read, comprehend, and use written information is a problem for high schools and their feeder middle grades. A primary reason for the difference is that teachers and administrators expect too little of male students. Educators need to recognize the importance of communication in the workplace and further study and take steps to raise all students' reading skills. This research brief seeks to answer teaching ideas and activities used by real teachers. The 25 activities in the resource--most requiring little to no advance preparation--involve middle school and high school students in meaningful, active learning on topics in language arts that include public speaking, language exploration/vocabulary, prewriting/writing, writing: developing a character, and poetry. Each lesson in the resource is generally adapted for approximately one class period. None of these lessons requires technical knowledge of literary concepts or demands expert pedagogical skills. A highly experienced substitute teacher might well see opportunities to enhance the activities in the resource, to extend the prewriting discussion, or to add small group work and peer editing to composition assignments. (NKA)

ED 461 874 CS 217 825

Cullum, Linda
Centering the Teaching of Writing: Using Writing Center Theory and Practice in a Graduate Course in Teaching Writing.
PUB DATE- 01
NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Objectives; Graduate Study; Higher Education; Instructional Innovation; Masters Programs; Teacher Student Relationship; *Theory Practice Relationship; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Composition Theory; Tutor Role

This paper focuses on a course taught by the author/educator in summer 2001, after a challenge from her department head to come up with a strategy to attract graduate students to a Master of Education course in Teaching Writing, a course that had failed to run for the previous five years because of low enrollments. The paper explains that a "fresh approach" to the course was needed--the fresh approach chosen was to design the course around Writing Center theories and practices. It first considers the unusual physical circumstances of the center and the disparate group of students who signed up for the course. It then discusses what the students brainstormed as the five main ingredients to teaching writing successfully: the teacher delivers clearly explained, process-oriented instruction; students produce careful, "correct" work; the curriculum gets covered; an atmosphere of respect for the teacher and his/her authority is maintained; and there is more writing but less grading. The paper states that the course focused on writing theory, best writing practices, individual writing histories, community-based writing, and similar issues; additionally, the students studied Writing Center theory; worked on tutor practicum projects; observed actual tutoring sessions in the Writing Center; spent time consulting with one another about their own papers; and engaged in ongoing reflection about what works and does not work when the goal is to produce better and more meaningful writing. The main focus of the paper is the new understandings that the author/educator and her graduate students took away from the summer course. (Contains a 15-item select bibliography.) (NKA)

ED 461 875 CS 217 826

course content--research as part of the content of the course (content and procedural knowledge); and (3) as a teaching strategy--instructor implements what has been learned about communication and explicitly talks about the implementation such that students "see" it as well as talk about it. (Contains 16 references.) (Author/AA)

ED 461 892 CS 510 692

Brookshire, Cathy A.
"Arabian Tales": Standards of Learning.
PUB DATE- 01
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Activities; Elementary Education; *English Instruction; *Language Arts; Learning Activities; Oral Language; Student Participation; Student Research; *Theater Arts
IDENTIFIERS- Folktales; *Virginia Standards of Learning Program

Virginia Standards of Learning for K-5 are listed in this paper with student activities related to observation of live theatre performances of "Arabian Tales" written and performed by the high school theater touring company, Organized Chaos. This play toured in Virginia in the academic year of 2000-2001. The play runs about 45 minutes. The company used fanciful and brightly colored "Arabian" costuming. No sets were used for the production. Guidelines for each grade are outlined separately in the paper, and English standards are subdivided into oral language for kindergarten, and for grade 1 and above. Other categories include: oral language, reading/literature, writing, and research. Relative grade 3 and 4 science standards of learning are also included. (RS)

ED 461 893 CS 510 694

Brookshire, Cathy A.
"Pear Blossom's Magic: A Cinderella Story." Standards of Learning Connections.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Creative Activities; Elementary Education; *English Instruction; *Language Arts; Learning Activities; Oral Language; Science Instruction; Student Participation; Student Research; *Theater Arts
IDENTIFIERS- Folktales; *Virginia Standards of Learning Program

Virginia Standards of Learning for Kindergarten through fifth grade are listed in this paper with student activities related to observation of live theatre performances of "Pear Blossom's Magic: A Cinderella Story" written by George Wead. This play toured in Virginia in 1999-2000 and was performed by the high school theater touring company, Organized Chaos. The play runs about 60 minutes. The company used traditional Korean costuming and performance style. No sets were used for the production although scene changes were indicated through the use of theatrical devices such as fans and large pieces of cloth. Oral language standards are listed for kindergarten; oral language and reading/literature standards for grade 1; and oral language, reading/literature, writing, and research standards of the School Year Affect Learning?" includes an overview and 4 articles: (15) "Year-Round Schools: Matter of Time? Cost-Saving Opportunities and Pitfalls" (Jared E. Hazleton); (16) "Year Round Education: Is It Worth the Hassle" (Carolyn M. Shields); (17) "Review of Research on Student Learning in Year-Round Education" (Carolyn Calvin Kneese); and (18) "Quality Schools and the Myth of the Nine-Month School Year" (Larry L. Dlugosh). Chapter 5: "Can Looping Increase Time for Learning?" is followed by an overview and 3 articles: (19) "Looping Catches on as a Way to Build Strong Ties" (Linda Jacobson); (20) "Multi-Year Instruction: Establishing Teacher-Student Relationships" (Robert D. Lincoln); (21) "Looping: Adding Time, Strengthening Relationships" (Daniel L. Burke). (Contains 109 references.) (RKJ)

ED 461 914 EA 031 461

Flinders, David J., Ed.
Block Scheduling: Restructuring the School Day. Hot Topics Series.
PUB DATE- 00
NOTE- 287p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Alternate Day Schedules; *Block Scheduling; Elementary Secondary Education; Flexible Working Hours; *School Schedules; *Time Factors (Learning); *Trimester System; *Year Round Schools

The advantages and disadvantages of block scheduling are considered in 24 articles. The editors provide an overview for each section and a conclusion for the anthology. The first section includes articles which examine issues, concepts, and cases: (1) "All around the Block" (Michael D. Rettig and Robert Lynn Canady); (2) "Block Scheduling: A Means To Improve School Climate" (Daniel C. Buckman, Bonnie Besten King, and Sheila Ryan); (3) "Evaluation of a 4x4 Block Schedule" (Davida W. Mutter, Elaine Hase, and W. Randolph Nichols); (4) "The Trimester: A Competency-Based Model" (Thomas J. Geismar and Barbara G. Pullease); and (5) "A Block Schedule with a Twist" (Dale Alam and Roger E. Seick, Jr.). The second section considers research on the effects of block scheduling: (6) "Block-Scheduled High School Achievement"; (7) "Comparison of End-of-Course Test Scores for Blocked and Nonblocked High Schools (1994 through 1998)" (Public Schools of North Carolina); (8) "Effects on Students of a 4x4 Junior High School Block Scheduling Program" (R. Brian Cobb, Stacey Abate, and Dennis Baker); (9) "Alternative High School Scheduling: Student Achievement and Behavior" (John Pisapia and Amy Lynn Westfall); (10) "A Study of Teacher Beliefs on the Efficacy of Block Scheduling" (Jim Staunton); (11) "Block Scheduling and the Practice of Teaching" (William Veal and David J. Flinders); and (12) "The 4x4 Block-Scheduling Model: What Do Students Have To Say about It" (J. Casey Hurley). The third section contains articles on subject-area research and the effects of block scheduling on special programs: (13) "Block Scheduling and High School Mathematics Instruction" (Steven L. Kramer); (14) "Block Scheduling and Second-Language Instruction" (Mary de Lopez); (15) "The Perceived Effects of Block Scheduling on the Teaching of English" (Louann Reid); (16) "Blocking in Success" (Sylvia L. Cooper); (17) "The Success of 4x4 Block Scheduling in the Social Studies" (J. Allen Queen, Bob Algozzine, and Martin Eaddy); (18) "Physical Education and the Four By Four Schedule" (James G. Bryant, Jr. and David B. Claxton); (19) "A Closer

Solving; Program Design; Program Implementation

This book serves as a guide for educators who want to know about and use problem-based learning (PBL) in their schools. Chapter 1 provides anecdotal reports by teachers and students, including examples from universities as well as elementary and secondary education. Chapter 2 gives an overview of PBL for those who want to learn more about the theory supporting its practice. Chapter 3 presents historical and other background information about PBL. Chapter 4 presents a model of the teaching and learning events of PBL, such as defining the problem, finding its solution, and debriefing the problem. Chapter 5 deals with designing a PBL curriculum, including thinking about context, understanding students' learning characteristics and interests, and generating and playing with ideas. Chapter 6 discusses implementing PBL, detailing such topics as the new roles teachers and students take on in a nontraditional curriculum, facilitating student understanding, and managing the PBL process. Chapter 7 addresses assessment in PBL, showing how to focus assessment vision, assess the assessors, and use assessment to create new learning. Chapter 8 examines issues and stakeholders' questions on developing a PBL initiative in schools, universities, and communities. An appendix contains information about the Problem-Based Learning Network and electronic mailing lists, among other resources. (Contains 140 references.) (RT)

ED 461 934 EA 031 528

Weller, L. David; Weller, Sylvia J.
The Assistant Principal: Essentials for Effective School Leadership.
PUB DATE- 02
NOTE- 242p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Administrator Role; *Assistant Principals; Beginning Principals; Elementary Secondary Education; *Leadership Responsibility; *Leadership Training; Staff Development

The role of assistant principal is one of the least researched and discussed topics in professional journals and books on educational leadership. The ambiguity of the role allows for the ineffective use of this position and makes it a particularly difficult role to fulfill. This book can be used as a guide for practicing assistant principals and as a self-contained staff-development program for aspiring school leaders. Chapter 1 focuses on knowledge and skills essential to effective leadership, and discusses the nature of leadership, types of power, and the practice of leadership through influence and persuasion. Chapter 2 explores the transition from manager to leader. Chapter 3 examines informal groups and their leaders as sources of power that compete with the formal leadership for control. Chapter 4 focuses on public relations and community power agents. Chapter 5 addresses the topic of effective communication and listening. Leadership for instructional improvement is the focus of chapter 6. Chapter 7 focuses on leadership for staff development. Examples of assessment instruments are provided that can be used to determine the effectiveness of staff-development programs and to develop strategies to help teachers master newly acquired

(Deborah Chen), which describes a project in California developing ways for early intervention professionals to help parents; (2) "Assessment: Context Is the Key" (Harvey Mar), which describes a 3-year project on psychoeducational assessment using principles of contextual or ecological frameworks; (3) "Problem Solving for Deaf-Blind Kids: The Approach Is 'Hands-On'" (Charity Rowland and Philip Schweigert), which describes a project in Oregon to develop new approaches to overcoming "learned helplessness" and to improve children's problem-solving skills; (4) "In the School: A Sense of Community" (Michael Giangreco), which describes a Vermont effort to improve parent/professional teams and plan appropriate curriculum; (5) "In the Classroom: Communication and Making Contact" (Lori Goetz), which reports on a California study of ways to foster active learning in deaf-blind children in regular classrooms; (6) "Virtual Reality: A New Way of Seeing" (Dean Inman), which reports on an investigation of computer assisted ways to help these children navigate in their environments; (7)"Communication: Let's Talk Behavior" (V. Mark Durand), which describes an effort in New York to apply principles of behavior assessment to behavior problems in children with deaf-blindness; and (8) "Self-Determination: Charting Your Own Future" (Brian Abery), which describes a Minnesota project on community integration of young people with deaf-blindness. (Contains 62 references.) (DB)

ED 461 954   EC 308 801

Moss, Kate; Blaha, Robbie
Introduction to Sexuality Education for Individuals Who Are Deaf-Blind and Significantly Developmentally Delayed.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Rearing; *Deaf Blind; Developmental Delays; Elementary Secondary Education; Self Care Skills; *Severe Mental Retardation; *Sex Education; Sexual Abuse; *Sexuality; Teaching Methods

The ten chapters of this book address sexuality issues in the lives of school age individuals who are deaf-blind or significantly developmentally delayed. It notes that these individuals usually do not experience sexuality through typical relationships and thus require a different type of instruction. Chapters have the following titles: (1) "Introduction to Sexuality Education for Individuals Who Are Deaf-Blind and Significantly Developmentally Delayed"; (2) "Sex Education: It Is Never Too Early To Start with a Child Who Is Deaf-Blind"; (3) "Developing a Process for Intervention and Instruction"; (4) "Modesty"; (5) "Appropriate Touch and Personal Boundaries"; (6) "Menstruation"; (7) "Masturbation"; (8) "Sexual Health Care"; (9) "Sexual Abuse". The final chapter is an annotated bibliography of resources and readings related to sexuality education. (DB)

ED 461 955   EC 308 802

Partnerships with Schools Project. Final Report.

present classroom situations and video exercises to stimulate discussion. Following an introduction which explains the program, the six units focus on the following topics: (1) the teacher in a leadership role; (2) clarifying roles and responsibilities; (3) strengthening interpersonal communication; (4) preempting management problems; (5) strengthening performance in the classroom; and (6) evaluating staff performance. Each unit provides key terms, tables presenting key ideas, video exercises, self-checks, application exercises, and references. Eight appendices include self-check quizzes, a team strength-building exercise, a classroom goals form, and a team goals form. (Individual units contain references.) (DB)

ED 461 973 EC 308 824

Bondy, Andy; Frost, Lori
A Picture's Worth: PECS and Other Visual Communication Strategies in Autism. Topics in Autism.
PUB DATE- 02
NOTE- 155p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Augmentative and Alternative Communication; *Autism; Behavior Problems; Children; *Communication Disorders; Elementary Secondary Education; Interpersonal Communication; *Intervention; *Nonverbal Communication; *Pictorial Stimuli; Training Methods
IDENTIFIERS- *Picture Exchange Communication System

This book is intended to help parents and professionals understand the communication difficulties of children and adults who do not speak, including those with autism spectrum disorders. The first four chapters describe typical characteristics of nonverbal individuals and offer examples of the authors' approach to communication and the relationship between communication and various behavioral difficulties. Chapter 5 describes several alternative and augmentative communications systems and intervention strategies including the use of sign language and various picture- or symbol-based systems. Ways to assess whether an approach is appropriate for a particular individual are also suggested. Chapter 6 presents the Picture Exchange Communication System (PECS), in which a child uses pictures to express his or her needs and desires without a prompt from another person. Chapter 7 details more advanced uses of the PECS system. The final chapter describes strategies using visual cues associated with learning to wait and deal with transitions, and how such strategies can enhance the effectiveness of different motivational strategies. A resource guide is appended. (Individual chapters contain references.) (DB)

ED 461 974 EC 308 825

Neihart, Maureen, Ed.; Reis, Sally M., Ed.; Robinson, Nancy M., Ed.; Moon, Sidney M., Ed.
The Social and Emotional Development of Gifted Children: What Do We Know?
PUB DATE- 02
NOTE- 297p.
LANGUAGE- English

Language); Foreign Countries; Grammar; Higher Education; *Interference (Language); *Language Usage; *Writing Skills; Written Language
IDENTIFIERS- China
This paper discusses one Chinese graduate student's experience with English writing. Through a literature review and personal interviews with other Chinese students, the paper explores the differences between Chinese and English writing. It summarizes the literature on differences between Chinese and English writing conventions in ideological and rhetorical phases, analyzing grammatical differences. Next, it discusses cultural differences, explaining that Chinese students are accustomed to using slogan-like wording and conforming with the political and academic mainstream rather than challenging authority. They are accustomed to casually using idioms, proverbs, or citings from famous people or writings rather than citing their sources. Chinese discourse development is indirect, while English discourse development is linear and direct. Chinese writing does not require a conclusion, because the conclusion is assumed from the many examples given. Writing in English requires an explicit conclusion, no matter how self-evident it is. Chinese students need to foster a new personal identity that is balanced with the old identity when writing in English. They must learn to analyze a problem from a personal point of view, use English rhetorical conventions, and use official citations. The paper examines some of the typical linguistic differences between Chinese and English which are prevalent in Chinese students' writing, analyzing the grammatical errors caused by these differences. The differences are in the areas of word inflections, modifiers, verbs, and commas. (Contains 15 references.) (SM)

ED 461 993 FL 027 139

Yang, Yi
Bringing out Children's Wonderful Ideas in Teaching Chinese as a Foreign Language.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- After School Programs; Art Activities; *Chinese; Creative Teaching; Elementary Secondary Education; Games; *Second Language Instruction; Student Participation; Teaching Methods
This paper describes one after-school program at the Cambridge Chinese School, dedicated to teaching Chinese literacy to Chinese K-12 students in the Boston, Massachusetts area. In 1998, the school initiated the "Chinese as a Foreign Language" program to cater to the needs of U.S. families with an interest in the Chinese language and culture (foreign language learners, as opposed to second language learners, do not live in the target language environment). Students in the program included adopted Chinese children, children with Chinese immigrant parents, biracial children, and white children with an interest in Chinese. The paper describes one semester of teaching the program, focusing on syllabus design and classroom teaching. The syllabus involved 10 lessons that emphasized: asking permission, people and family, colors, animals, fruits, body parts, and clothing. Each lesson involved 20-minute work periods with breaks in between. The teacher discovered that children had many good ideas as they studied Chinese. They

Cornberg, David
Power Languages: The Effects of Internationalization on Taiwan Language Use.
PUB DATE- 00
NOTE- 10p.; Paper presented at the International Symposium and Book Fair on English Teaching (9th, Taipei, Taiwan, November 10-12, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Japanese; *Language Maintenance; *Language Usage; Uncommonly Taught Languages
IDENTIFIERS- *Globalization; *Power; Taiwan (Taipei); Taiwanese

This paper examines data from observations of language use in Taiwan (primarily Taipei) made over 12 years. The observations focused on the usage of several languages, including English, Taiwanese, Mandarin, Hakka, and Japanese. The paper introduces a distinction between the possessive power of language and the productive power of language. With this distinction as a lens, changes in language use in Taiwan are then linked to internationalization as a reorganization of traditional values around possession and production. This reorganization signifies realignments of power in the usages of languages whose individual histories in Taiwan join to create new linguistic phenomena that put the language situation in Taiwan at the forefront of global cultural change. With the increasing speed and flexibility of multilingualism within a society whose boundaries become more permeable, more Taiwanese find themselves gaining identities as citizens not just of Taiwan or of East Asia but also of a global civilization. The implications of this phenomenon for English teaching in Taiwan are explored, raising some critical questions for the field of English as a Foreign Language in Taiwan in the 21st century. (SM)

ED 462 014 FL 027 164

Thomas, Thomas
Teaching Reading to Low-Literate Language Minority High School Students.
PUB DATE- 99
NOTE- 64p.; Master of Arts Thesis, Oakland University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Age Differences; Bilingual Education; *Bilingual Students; Classroom Environment; Cooperative Learning; Cultural Differences; Cultural Influences; Culturally Relevant Education; *English (Second Language); Federal Legislation; High School Students; High Schools; Immigrants; *Literacy Education; Minority Group Children; *Reading Instruction; *Reading Skills; Student Motivation; Teacher Effectiveness; Teaching Methods

This paper, written from the perspective of a classroom teacher who is also the child of immigrant parents, examines issues related to teaching reading to low-literate minority students for whom English is not their first language. The paper presents background issues, examines the process of language acquisition, and focuses on the following: the political context (this country is in the middle of a controversy over

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Doctoral Programs; *Educational Research; *Graduate Students; Graduate Study; Higher Education; *Research Methodology; *Statistics; Surveys; Training

The purpose of this study was to examine doctoral students' preparation in statistics in the field of education. A national survey was conducted focusing on 27 quantitative methods (QM) programs. One QM professor from each program was identified and asked to describe and evaluate the training of QM and non-QM doctoral students at his or her institution. The vast majority of professors indicated that most or all of the students in their QM programs received training in the "old standard" procedures, analysis of variance, multiple regression , and traditional multivariate procedures, while fewer than half of the professors indicated that most or all of their QM students received training in more recent procedures such as bootstrapping and multilevel models. Professors were also asked to rate the skills of the QM students' training in areas such as mathematical statistics and computer skills on a scale from "Weak" to "Strong." Most professors gave high marks to their QM students' skills with statistical packages, but gave much more mixed ratings of their QM students' training in mathematical statistics. Nearly half of the professors thought that most of their QM students could have benefited from one to two additional statistics courses. Results are discussed in terms of training of future doctoral students. (Contains 10 tables.) (Author/SLD)

ED 462 036 HE 034 649

Ashby, Cornelia M.
Federal Student Loans: Flexible Agreements with Guaranty Agencies Warrant Careful Evaluation. Report to the Honorable James M. Jeffords, U.S. Senate.
PUB DATE- 02
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Debt (Financial); *Federal Aid; Federal Programs; Higher Education; *Loan Default; Loan Repayment; Public Agencies; *Student Loan Programs
IDENTIFIERS- Family Education Loan Program; *Guaranty Agencies

Certain state or not-for-profit agencies guarantee payment to banks and other lending institutions if students fail to repay loans obtained through the Federal Family Education Loan Program. The 1998 amendments to the Higher Education Act authorize the Secretary of Education to enter into voluntary flexible agreements (VFAs) with individual guaranty agencies, and each VFA provides a guaranty agency with flexibility to implement new business practices by waiving or modifying some federal regulations. As of November 2001, the Department of Education had signed VFAs with 4 of the 36 guaranty agencies in the United States, and five agencies had applied but were not selected, withdrew, or did not reach agreement with the Department of Education. In response to a request from Senator James M. Jeffords, the U.S. General Accounting Office (GAO) looked into the development of VFAs and their implementation. Data came from interviews with Department of Education officials involved in the development of the VFAs and officials time, energy, and effort into his or her multiple roles. This paper proposes methods of conflict resolution drawn from the literature that can assist the adult student in the resolution process. (Contains 25 references.) (Author/SLD)

ED 462 056 HE 034 683

Bradburn, Ellen
Distance Education Instruction by Postsecondary Faculty and Staff: Fall 1998. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 02
NOTE- 136p.; Project Officer, Linda Zimbler.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *Distance Education; *Faculty Workload; *Higher Education; Teacher Characteristics; *Teacher Role
IDENTIFIERS- National Study of Postsecondary Faculty

This report addresses some questions about the role of college faculty in distance education in the fall term of 1998 using data from the 1999 National Study of Postsecondary Faculty (NSOPF:99) for 960 institutions and 28,704 faculty members. In NSOPF:99, instructional faculty and staff at two- and four-year institutions were asked questions about a wide range of issues. The analysis in this report focuses on whether instructional faculty and staff indicated that they taught at least one distance education class. The NSOPF:99 faculty questionnaire lacked detailed questions about modes of technology, training, and instructional practices in individual distance education courses, but the data do permit descriptions of national patterns of faculty involvement in distance education, and they describe the relationship of participation in distance education to other aspects of faculty work. Across the United States, about 6% of instructional faculty and staff who reported teaching for-credit classes indicated that they taught at least one distance education class, and about 9% reported teaching at least one class in a non-face-to-face mode. Overall, the teaching load appears somewhat higher for instructional faculty and staff teaching distance classes than for those not doing so. However, relatively few differences for most variables were found between faculty teaching distance classes and their colleagues not doing so. Appendixes contain a glossary, technical notes, and supplemental tables. (Contains 38 tables, 12 figures, and 30 references.) (SLD)

ED 462 057 HE 034 685

Clements, Stephen; Kifer, Edward
Talking Back: Kentucky High School Students and Their Future Education Plans.
PUB DATE- 01
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Aspiration; College Bound Students; *College Preparation; Computer Literacy; Course Selection (Students); *High School Students; High Schools; *Higher Education; *Student Attitudes; Student Surveys
IDENTIFIERS- *Kentucky

Interpersonal Competence; *Multimedia Instruction; Problem Solving; Self Esteem; Self Expression; *Skill Development; *Special Education; *Special Needs Students

IDENTIFIERS- Emotional Expression; *Technology Utilization

This book shows how to use readily accessible computer technology to engage hard-to-reach children, including those with attention deficit disorder, autism, aspergers, and developmental delays. The authors demonstrate that the computer's ability to combine motion, sound, color, text, and physical activity makes it a cutting-edge approach. The chapters are as follows: (1) Working with the Alphabet: ADHD, LD, MR, ODD, PDD (i.e., Attention-Deficit/Hyperactivity Disorder, Learning Disabilities, Mental Retardation, Oppositional Defiant Disorder, Pervasive Developmental Disorder); (2) Emotional Expression through Drawing/Painting; (3) Exploring Significant Emotional Events through Multimedia Storytelling; (4) Self-Exploration through Multimedia Autobiography; (5) Promoting Self-Esteem through Personal Print Ads or Commercials; (6) Building Individual and Group Social Skills through Short Movies; (7) Personal Reflections on the Self; (8) Building Emotional Intelligence and Social Problem Solving Skills; (9) Using the Personal Problem Solving Guide; and (10) Ways To Access the Computers for Students with Special Needs. The appendix lists software applications and supporting print/video resources. (MES)

ED 462 075 IR 058 347

Walling, Linda Lucas, Comp.
Library Services to the Sandwich Generation and Serial Caregivers. ASCLA Changing Horizons Series.
PUB DATE- 11
NOTE- 56p.; Also compiled by members of the Library Services for the Impaired Elderly Forum, Libraries Serving Special Populations Section.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Assistive Devices (for Disabled); Bibliographies; *Caregivers; Demography; Graphs; Library Role; *Library Services; *Older Adults; Professional Associations; Public Libraries; Resource Materials; Tables (Data); *User Needs (Information); Users (Information)
IDENTIFIERS- *Sandwich Generation

This book discusses library services to the "sandwich generation" (i.e., people in late middle age who find themselves caring for their elderly, impaired parents at the same time that their adult children are returning home for economic or other reasons) and "serial caregivers" (i.e., people who, at various periods throughout their lifetimes, find themselves caring for children, grandchildren, spouses, siblings, parents, and grandparents). The introduction provides an overview of issues for the sandwich generation and serial caregivers and providing library services to this population. The top 20 ways of serving older adults are suggested. Tables and graphs provide demographic information on: average annual growth rate of the elderly population; parent and sandwich generation support rations; grandchildren living in grandparent households by states; long-distance caregivers; care recipient characteristics; services that caregivers provide; population 85 years and over; number of men per 100 women by age; and transfer and guidelines for block transfer agreements. Part D provides a copy of the Transfer Credit Evaluation Form and the Articulation Committee Meeting Report Form. (KP)

ED 462 094 JC 020 159

Diablo Valley College (DVC) Accreditation Self Study.
PUB DATE- 00
NOTE- 257p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); Community Colleges; *Institutional Evaluation; *Institutional Mission; Mission Statements; School Policy; *Self Evaluation (Groups); Standards; State Standards; Two Year Colleges
IDENTIFIERS- *Diablo Valley College CA

This is an institutional accreditation self-study from Diablo Valley College (DVC) in California. The 10 standards established by the Accrediting Commission for Community and Junior Colleges are as follows: (1) institutional mission; (2) institutional integrity; (3) institutional effectiveness; (4) educational programs; (5) student support and development; (6) information and learning resources; (7) faculty and staff; (8) physical resources; (9) financial resources; and (10) governance and administration. The report identifies DVC's application of these standards. For example, highlights from standard six include the results of a student survey regarding the college's computers. According to the survey, students think highly of the computers, giving them an average rating of 3.95 on a 5.0 scale. More than 75% of students were satisfied or very satisfied with the computer services on campus. The standard six committee did find, however, that students complained about the limited hours in the Computer Center. Findings from standard seven include faculty and staff respondents to a survey felt that the college had excessively relied on the use of part-time faculty, especially to replace full-time instructors. According to this report, however, the percentage of courses taught by full-time instructors has increased from 51% to 55% between fall 1999 and fall 2001. Accreditation recommendations are provided. (NB)

ED 462 095 JC 020 160

Townsend, Barbara K.
Four-Year College Students' Use of the Community College: A Middle-Class Takeover? ASHE Annual Meeting Paper.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; *Community Colleges; Educational Trends; *Educationally Disadvantaged; *Enrollment Trends; Equal Education; Higher Education; *Institutional Mission; Lower Class; Lower Class Students; Middle Class; *Middle Class Students

This paper questions the effects of middle-class student enrollment on the historical institutional mission of community status. This historic framework is followed by a more complete look at the presence of women in community colleges today. Interview protocol appended. (Contains 111 references.) (NB)

ED 462 115 JC 020 183

Kozeracki, Carol; Gerdeman, Dean
Southern California Community College Transfer Readiness Research Project Focus Group Findings.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Articulation (Education); College Outcomes Assessment; *College Transfer Students; *Student Attitudes; *Student Educational Objectives; Teacher Role; Two Year Colleges

During the 1998-1999 academic year, 734 students who transferred from Southern California Community College (SCCC) completed a 96-item survey about their experiences at SCCC and the transfer institution. The results of the survey were presented to SCCC faculty, and a Transfer Education Advisory Committee (TEAC) was established to evaluate the survey findings. In addition, TEAC members conducted student focus groups to address transfer and other issues. Results from the focus groups (48 students) included: (1) 61% of students were White, 18% Hispanic, 16% Asian, and 4% African American; (2) 41% aspired to a master's degree, 38% to a doctorate, and 21% to a bachelor's only; (3) students worked an average of 19 hours per week while attending SCCC, and 12 hours per week while at the four-year institution; (4) about half the students expressed dissatisfaction with their Counseling Center experiences; (5) in general, students found that greater familiarity with computers was expected at the four-year institution than at SCCC; (7) students reported that the amount of reading required at the four-year institution was substantially greater than at SCCC; (8) students' perceptions of how well SCCC prepared them for the research and writing requirements at the four-year institution varied considerably; and (9) students were highly appreciative of SCCC's faculty. The document concludes with recommendations in the following subject areas: counseling; computer skills; reading skills; writing skills; research skills; and faculty advising. The sample focus group protocol is appended. (EMH)

ED 462 116 JC 020 184

Martinez, Daniel
Predicting Student Outcomes Using Discriminant Function Analysis.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the Research and Planning Group (39th, Lake Arrowhead, CA, May 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Discriminant Analysis; *Educational Research; Evaluation Methods; Multiple Regression Analysis; *Outcomes of Education; Predictor Variables; Two Year Colleges

This document discusses how community colleges often underutilize collected student data. For example, community colleges use student pre-college assessment data to place students in specific courses. The paper suggests that student data can also organizations is included. (MOK)

ED 462 135 PS 029 775

Burton, Leone
Children's Mathematical Narratives as Learning Stories.
PUB DATE- 01
NOTE- 13p.; Keynote address presented at the European Conference on Quality in Early Childhood Education (EECERA) (11th, Alkmaar, Netherlands, August 29-September 1, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; *Mathematics Instruction; *Narration; Relevance (Education); *Story Telling; Teacher Student Relationship; Teaching Methods; *Young Children
IDENTIFIERS- *Narrative Paradigm; Paradigm Shifts

When left to their own devices, children are natural story tellers and they practice story telling in every aspect of their learning, including mathematics. The ways in which young children's mathematics learning is constrained distorts the potential for the kinds of experiences that can feed their narratives and help them to make sense of the narrative as well as shift them toward more conventional narratives. Teaching paradigmatic mathematics in the absence of either children's need to know or connections to their learning style is evidence of a need for changing the way mathematics is taught in the classroom. In addition, evidence suggests that research mathematicians use the very narrative strategies that are identified as productive for young children's learning. The current paradigm of learning mathematics fails to distinguish between knowing and knowledge and between the construction of narrative and its formalization and results in children finding mathematics unpalatable and unacceptable. An alternative narrative perspective on mathematics, consistent with approaches to the learning of other disciplines, enables the learner to inhabit and make sense of the mathematical world that they are entering. This approach treats early learning as a research practice in which story telling, the construction of convincing narratives, is key. Transcriptions of young children's social interaction and discourse provide evidence of children behaving in four ways which contribute to their mathematics learning: authoring, sense-making, collaborating, and using nonverbal narratives. Children's narratives can further provide information for teachers regarding their mathematical development. In classrooms where such information is valued and encouraged, and where learners are expected to reflect, and make and justify their inferences and deductions, the children freely identify their own understandings. (Contains 14 references.) (KB)

ED 462 136 PS 029 895

Campaign To Reduce Child Poverty. Progress Report and Policy Briefs 1-5.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.; Annie E. Casey Foundation, Baltimore, MD.; Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 01
NOTE- 28p.; Also funded by the Frost Foundation, the McCune Charitable Trust, and Community Voices, a project of the Kellogg Foundation.
LANGUAGE- English

Development; Program Implementation; *Toddlers
IDENTIFIERS- *Developmental Screening; *Screening Programs

This brief, the first in a series exploring key issues of program quality and best practices within prevention programs for pregnant women and children from birth to 3 years of age, focuses on ways to incorporate developmental screening into programs and services for young children. The brief defines developmental screening and discusses its role as a key preventive service for all young children. Also described are considerations for setting up a developmental screening process in different types of programs, services, and settings. Key best practice elements for developmental screening are presented, related to screening frequency, the screening instrument, follow-up, and parent involvement. The brief also offers tips for working with parents in the screening process and provides information on commonly used developmental screening tools, including the Ages and Stages Questionnaires, the Battelle Developmental Inventory Screening Test, the Denver II Developmental Screening Test, and the Parents' Evaluation of Developmental Status. Finally, the brief lists additional organizational and Internet resources for information on developmental screening. (KB)

ED 462 156 PS 030 082

Women's Stake in Improving the Availability, Affordability, and Quality of Child Care and Early Education.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Caregiver Training; *Child Care Occupations; Child Caregivers; Compensation (Remuneration); *Day Care; Early Childhood Education; Educational Quality; *Employed Parents; Family Day Care; *Mothers; Public Policy
IDENTIFIERS- Affordability; Caregiver Turnover; Child Care Costs; *Child Care Needs; Day Care Availability; Day Care Quality

This report discusses women's need as parents for affordable, high-quality child care, and women's need as providers of child care services for compensation, training, and advancement opportunities that reflect the value of the important work they undertake. Regarding mothers' needs, the report provides a discussion of statistics on: (1) mothers working outside the home; (2) affordability of child care; (3) the need for high-quality child care; and (4) availability of child care. Regarding providers' needs, data are provided on the demography of child care workers, compensation, and turnover rate. The report concludes with recommendations regarding critical components of an effective child care policy, including the following: (1) help working families pay for child care; (2) provide full funding for Head Start; (3) keep children and youth safe and productive through better use of out-of-school time (school-age care); (4) protect the health and safety of children by improving the quality of their care and education; and (5) expand good care for infants and toddlers. (Contains 61 reference notes.) (EV)

ED 462 157 PS 030 083

Hardin, Belinda J.; Peisner-Feinberg, Ellen S.
The Early Learning Accomplishment Profile (Early LAP) Examiner's Manual and Reliability and Validity Technical Report.

DESCRIPTORS- Educational Policy; *Policy Formation; Position Papers; *Preschool Education; *Public Policy; Young Children
IDENTIFIERS- Committee for Economic Development; *Universal Preschool

The Committee for Economic Development (CED), an independent research and policy organization of approximately 250 business leaders and educators, issued this report as a statement calling on federal and state governments to make early education available to all children age three and over. The statement maintains that in order to ensure that all children enter school ready to learn, the nation needs to reform its current approach by linking programs and providers into coherent state-based systems with the goal of universal access to free, high-quality prekindergarten classes, offered by a variety of providers, for all children whose parents want them to participate. The statement argues that universal access will be accomplished in the most timely and equitable way through a strong federal/state partnership, with states taking the lead in building universal prekindergarten systems. It is estimated that a serious commitment to universal early education will require a public investment of at least $25 to $35 billion more than current expenditures to extend access to free, part-day, part-year preschool programs to all children age 3 and up. The CED asserts that states' approach to providing universal preschool should be consistent with principles related to: (1) access to center-based programs meeting recognized standards; (2) service delivery through a variety of providers, with parents selecting the most appropriate setting; (3) financial subsidies for costs involved in early learning provided in partnership with the federal government; (4) efforts with the federal government to build infrastructure, improve program quality, and provide oversight services; and (5) improved data collection to ensure that comparable and reliable information is available on access, costs, and outcomes and knowledge about the most effective characteristics of early learning programs. Also included in the statement are memoranda of comment, reservation, or dissent; presentation of the objectives of the CED; and lists of the CED board of trustees, honorary trustees, research advisory board, professional and administrative staff, and previous CED statements on national policy. Appended is a discussion of how the cost of universal preschool was calculated. (Contains 66 endnotes.) (KB)

ED 462 179 PS 030 126

Child Care Lead Poisoning Prevention. Training Curriculum.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; *Child Health; Child Safety; Day Care; *Day Care Centers; Instructional Materials; *Lead Poisoning; Physical Health; *Preschool Children; Preschool Education; *Prevention; Workshops
IDENTIFIERS- *California; *Lead (Metal); Out of Home Care

In an effort to address young children's substantial risk for exposure to lead in out-of-home child care programs, outreach and training were developed for child care providers. This workshop curriculum consists of training activities and materials appropriate for child care providers in centers or homes for the purpose of educating them about the dangers of

2002 Catholic school series, see PS 030 168-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; Child Development; *Educational Objectives; *Elementary School Curriculum; Emotional Development; Foreign Countries; Intellectual Development; *Kindergarten; *Kindergarten Children; Language Arts; Mathematics; Parent Materials; *Parent Participation; Physical Development; Physical Education; Primary Education; Religious Education; School Readiness; Social Development; Special Needs Students; Spiritual Development; Student Adjustment; Student Evaluation; Transitional Programs; Young Children
IDENTIFIERS- Alberta

Kindergarten marks a new beginning for parents and their children, and presents challenges for parents as their child makes the transition between home and school. This handbook describes what parents can expect from their child's Catholic kindergarten program in Alberta, Canada. The handbook describes how young children learn, how their learning is evaluated, and how parents can be involved in their children's learning. The sections of the handbook discuss: (1) "What are young children like?" focusing on social, physical, intellectual, creative, emotional, and spiritual development; (2) "What do children learn in Kindergarten?" including religious education, English language arts, mathematics, community and environmental awareness, personal and social responsibility, physical skills and well-being, and creative and cultural expression; (3) "How do young children learn?"; (4) "What will you see in the Kindergarten area?"; (5) "How and why is children's learning assessed in Kindergarten?"; (6) "How will Kindergarten meet special needs?"; (7) "How will Kindergarten prepare children for first grade?"; and (8) "How can parents be involved?" The handbook concludes with questions parents may want to ask the teacher and a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 196 PS 030 168

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 1.
PUB DATE- 01
NOTE- 39p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 1; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical

Morais, Anne
Revolution of Experiences: Evolution of the Skills and Knowledge Profile. NALL Working Paper.
SPONS. AGENCY- Ontario Inst. for Studies in Education, Toronto. New Approaches to Lifelong Learning.; Human Resources Development Canada, Hull (Quebec). National Literacy Secretariat.; Canadian Labour Force Development Board, Ottawa (Ontario).
PUB DATE- 01
NOTE- 9p.; Prepared with the assistance of Karen Lior and D'Arcy Martin for "Learning Capacities in the Community and Workplace: An Action Research Project." Initially sponsored by the Communications, Energy, and Paperworkers (CEP) Union. Also funded by the Joint Union Management Project (JUMP), British Columbia. For the Skills and Knowledge Profile, see ED 452 421.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Learning; Adult Students; Cognitive Style; Developed Nations; Educational Assessment; Educational Attitudes; Educational Experience; Educational Needs; *Evaluation Methods; Experiential Learning; Foreign Countries; *Informal Education; Measurement; Measures (Individuals); Needs Assessment; *Prior Learning; *Self Evaluation (Individuals); Student Experience; Student Placement; *Test Construction; Work Experience
IDENTIFIERS- Canada

The Skills and Knowledge Profile (SKP) is a tool developed in Canada to document learning styles and strategies of adult learners. The instrument was developed as a systematic approach to capturing the learning styles of unemployed and employed adults across sectors. It is made up of these six sections: (1) Learning Access and Personal Information; (2) Personal Informal Learning; (3) Job-Related Informal Learning; (4) Non-Formal Courses and Workshops; (5) Future Learning Plans; and (6) Your Comments on the Profile. The SKP was created through action-based research using learners in a unionized factory, community-based women's employment program, and community-based literacy program. Volunteers at all three sites committed their time and efforts to filling out the SKP and then provided feedback on the clarity, usefulness, and ease of using the tool. Feedback has been incorporated into the SKP in a continuous process. The evaluation can be used by individuals to sort out their skills and to focus their efforts on a career path. The SKP is not only a tool, but also a reflection of a positive trend in adult education by which adult learners build on and share their own wealth of knowledge and skills. (This paper documents the evolution of the SKP from its inception in the spring of 1997 to the end of 1998.) (KC)

ED 461 717 CE 082 674

The Key Ingredient of the National Prevention Agenda: Workforce Development. A Companion Document to Healthy People 2010.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Health Professions.
PUB DATE- 01
NOTE- 54p.; For "Healthy People 2010," see ED 443 794-795. Karla Salguero, Dina Larach, and Marilyn Biviano served as project officers.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Force Development Board, Ottawa (Ontario).; Ontario Inst. for Studies in Education, Toronto. New Approaches to Lifelong Learning.
PUB DATE- 01
NOTE- 53p.; Prepared for "Learning Capacities in the Community and Workplace: An Action Research Project." Also funded by the Joint Union Management Project (JUMP), British Columbia. Sponsored initially by the Communications, Energy, and Paperworkers (CEP) Union.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Developed Nations; Foreign Countries; Industrial Training; Informal Education; *Labor Education; *Learning Strategies; Participatory Research; *Prior Learning; *Self Evaluation (Individuals); Social Cognition; *Test Construction; Unions; *Working Class
IDENTIFIERS- Ontario (Toronto)

The Ontario Industrial Workers' research site offered a basic analysis of issues relevant to the Prior Learning Assessment and Recognition (PLAR) research and the labor education community. Project goals revolved around the need to examine development and applications of a new PLAR instrument, the Skills and Knowledge Profile (SKP), which is uniquely suited to examine the types of strategies, practices, and capacities that working class participants typically use. Primarily qualitative data from interviews were analyzed. SKP exhibited "situated" dimensions which, from a worker's standpoint, largely determined the perceived effectiveness of the instrument. Social organization of skills, knowledge, and learning processes were seen as a significant issue in the context of working class learning strategies, workers' practices, and progressive application of PLAR instruments such as SKP. In discussions of PLAR, SKP, and labor unions, notions of class consciousness were intertwined with informal learning relations. Intersection of class consciousness and development of critical views on the power relations among forms and conceptions of skill and knowledge led to the notion of a Workers' Knowledge Bank. In in-depth discussions, workers indicated the practical use/value was embedded within the process of administration itself and SKP provoked new understandings of one's own skills. (Appendixes include 94 references and interview schedules.) (YLB)

ED 461 735 CE 082 858

Sawchuk, Peter H.
Online Learning for Labour Movement Activists. NALL Working Paper.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 19p.; Graphics are missing from ERIC version.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Activism; Adult Education; Communication Skills; Computer Assisted Instruction; Computer Attitudes; *Computer Literacy; Developed Nations; Educational Research; Foreign Countries; *Informal Education; *Interaction; *Labor Education; Online Courses; *Online Systems; Telecommunications; Unions; Working Class; Workshops
IDENTIFIERS- Canada; *Communication Behavior

A study explored informal learning in relation to online

Skills" (Michel Tetart) examines the following topics: the principles and realities of open and distance learning today; assisted self-training; and requirements related to professionalization. "Open and Distance Learning and the Professionalization of Trainers: Types of Distance Learning and Impact on Trainers' Skills" (Luciano Battezzati) reviews prospects and trends in the demand for training, proposes an initial classification of technologies, and examines the applications of various educational technologies. "Changes to the Roles and Competences of In-Company Trainers within Training Systems Using Multimedia: Future Prospects Based on the Practice of Two High-Tech Companies" (Jeanne Mallet) explores how new educational technologies have changed the functions of trainers and simultaneously facilitated the professionalization of trainers. "Distance Learning Schemes for Trainers: Features of Teaching and Education" (Michele Pellerey) discusses the mission of training programs and selection of training models. "Mentor in Cyberspace: Developing Interactive On-Line Training and Support" (Simon Walker) reports on a study of the effectiveness of using interactive multimedia to supplement the training of mentors in the vocational education and training sector. Two papers contain substantial bibliographies. (MN)

ED 461 751 CE 082 886

Demetrion, George
Crossing Critical Thresholds at the Bob Steele Reading Center: Transforming Potentiality into Actuality.
PUB DATE- 00
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Bilingual Education; Community Programs; Educational History; *Educational Practices; Educational Strategies; English (Second Language); Hispanic Americans; Innovation; Learning Activities; *Literacy Education; Oral History; Organizational Climate; *Organizational Development; *Organizational Objectives; Program Development; *Reading Centers; Reading Instruction; Small Group Instruction; Student Developed Materials; Student Projects; Theory Practice Relationship; Transformative Learning; Tutoring; Urban Areas; Urban Education; Writing (Composition)
IDENTIFIERS- Connecticut; Literacy Volunteers of America Inc

The Bob Steele Reading Center was established in Hartford, Connecticut, in 1986 under board and staff leadership of the Literacy Volunteers of America-Connecticut (LVA-CT). The center has been under the management of Literacy Volunteers of Greater Hartford (LVGH) since 1989. Located in an alternative high school in a predominantly Hispanic neighborhood, the center's initial mission was to operate as a neighborhood reading center serving students and drawing on staff and volunteer resources in the school's immediate vicinity. In 1986, the center was viewed primarily as a pilot program providing one-to-one tutoring. In 1986-1996, the Bob Steele Reading Center shifted its focus from the neighborhood concept to pedagogical development and developed from a pilot project into a well-run urban affiliate of LVA-CT engaged in cutting-edge literacy activities. In the 1990s, the center introduced a series of innovative programs and services, including the following: (1) small group tutoring (including for bilingual and English-as-a-

Education; Strategic Planning; Success; Synthesis; Transfer of Training; Trend Analysis; Workshops
IDENTIFIERS- Africa; Asia; Europe; Latin America; Stakeholders; United States

This document, which is part of a toolkit for policymakers, donors, governments, nongovernmental organizations, and practitioners, presents the results of case studies of a group of 30 workforce development programs that were selected (during a 2-day workshop by a panel of 14 experts) as representing a balance among geographic regions served and as having general applicability to the types of situations faced by experts from the U.S. Agency for International Development. Section 1 provides information on the study and the toolkit that emerged from it. Section 2 explores the definition, challenge, and importance of workforce development. Section 3 identifies trends in workforce development investments and the common implementation issues faced by workforce development initiatives worldwide. Section 4 draws on lessons learned from the case studies and the literature review and analyzes what works in workforce development projects. Section 5 discusses the task of measuring the benefits of workforce development. Section 6 summarizes the preceding sections. (Contains 11 endnotes and 36 references. The following are among the items appended: a case-by-case comparison of pressures and trends affecting workforce development; a list of workshop participants; a workshop summary; meta contextual and guiding principles; the case criteria sheet for nominees; and nominations for possible workforce development case studies.) (MN)

ED 461 768 CE 082 920

Louis, Karen Seashore; Jones, Lisa M.
Dissemination with Impact: What Research Suggests for Practice in Career and Technical Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Adoption (Ideas); Adult Education; Delivery Systems; Diffusion (Communication); *Educational Change; *Information Dissemination; Information Transfer; *Information Utilization; Knowledge Base for Teaching; Policy Formation; Postsecondary Education; *Research Utilization; Resistance to Change; Secondary Education; Technology Transfer; *Theory Practice Relationship; Users (Information); *Vocational Education
IDENTIFIERS- *Career and Technical Education

Dissemination in career and technical education does not simply disperse information, new products, new practices and materials, and new ideas designed to stimulate local change but does so in ways that promote its use. Federal efforts to promote dissemination of research-based information in education are: (1) deeply indebted to the agricultural extension model; (2) traditionally focused on the dissemination, rather than knowledge use side of the equation; (3) often a set of uncoordinated activities; and (4) a largely top-down, research-to-practice focused, rather than bottom-up, problem solving focused approach. Disseminators may be best thought of as linking agents positioned to move research into practice. Elements of a knowledge use model of dissemination relations skills in dealing with students, parents, administrators, and teachers. A fourth strategy involves providing strong leadership locally through a guidance director or principal, district leadership through a district director/coordinator of guidance services or superintendent, and state leadership through a state director of guidance services. (JDM)

ED 461 789 CG 031 537

Lopez, Hilda
Seizing Opportunities: Advocating for the Development of a Comprehensive Guidance Program.
PUB DATE- 02
NOTE- 10p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Comprehensive Guidance; Comprehensive Programs; Elementary Secondary Education; *Guidance; Guidance Objectives; Program Development; School Counselors; School Districts; *School Guidance
IDENTIFIERS- *Texas (West)

This article looks at the history of a guidance program in a west Texas school district bordering on Mexico. Due to the high drop out rate and low test scores, money was pulled away from guidance programs because of the lack of success of the services. With persistence, a comprehensive guidance program was eventually introduced. Advocating for the program was difficult but taking counselors to see successful programs around the country was very helpful in influencing their perceptions. Advocacy efforts with the school district administration, teachers, parents, and students are described along with some lessons learned in the process of adopting a comprehensive program. (JDM)

ED 461 790 CG 031 538

Trotter, Sonie
An Aggressive Advocacy Plan: The State Counselor Association Response to Events in Missouri.
PUB DATE- 02
NOTE- 9p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *Comprehensive Guidance; *Counselor Training; Elementary Secondary Education; Guidance; Guidance Objectives; Higher Education; Personnel Needs; School Counseling; *School Counselors; School Districts
IDENTIFIERS- Missouri

The shortage of qualified school counselors in the past few years has been a concern of the Missouri Department of Elementary and Secondary Education (DESE). Efforts to address this issue were largely contingent on encouraging students to enter counselor-training programs. Recent research pointed to the fact that a large number of counselors were choosing not to go into school counseling. One response was for Missouri to revamp the

Victorson, David; Doninger, Gretchen
Integrating Social Activism into Multiculturally Competent Counselor Training.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; Counseling Psychology; *Counselor Role; *Counselor Training; *Cross Cultural Training; *Curriculum Development; Educational Innovation; Graduate Study; Higher Education; Social Responsibility
IDENTIFIERS- *Multicultural Counseling

Much has been written about how counselors can become more multiculturally competent in their research, practice, and academic training. To date, great changes have taken place in the integration of multicultural issues into coursework, publications, and research. The next step for counselors is to include that of social activist along side of the other roles. This paper argues the need for structured, social activism training to be included in the curricula of graduate programs in counseling psychology. Several points are addressed that provide support for this position. One point stresses an understanding of the political forces and events that affect lives. Another stresses that culturally competent counselors have a role to play in social activism. A proposed social activism-training example to be integrated into counseling and psychology curricula is also presented. (Contains 14 references.) (Author/JDM)

ED 461 813 CG 031 575

Webster, Sandra K.
Teaching Psychometrics in South Korea through a Reunification Attitude Scale Class Project.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Class Activities; *College Students; Foreign Countries; Group Unity; Higher Education; *Political Divisions (Geographic); *Psychometrics; Questionnaires; *Research Methodology; Social Change
IDENTIFIERS- North Korea; South Korea

The introduction of a team term project into a Korean psychometrics class is described. Students developed an item pool of attitude statements regarding the reunification of South Korea and North Korea. Then teams of students used the item pool to develop attitude questionnaires, survey other students, analyze the results, and recommend which items to include in an Attitudes Toward Reunification Questionnaire. The objectives of the teaching activity were to give students experience in the use of scientific problem solving, to help them understand the reasons behind the principles of scale construction, and to give them an appreciation of the methods curriculum develop innovative strategies and activities using young adult books with these archetypes. The book also shows teachers how to work with adults in the community to positively influence boys' literacy behavior and create conditions that encourage them to read. An appendix offers a booklist of 300 titles to help teachers identify appropriate archetypal literature. Contains an over 300-item list of references and literature cited. (NKA)

ED 461 833 CS 014 605

Elliott, Joan B., Ed.; Dupuis, Mary M., Ed.
Young Adult Literature in the Classroom: Reading It, Teaching It, Loving It.
PUB DATE- 02
NOTE- 251p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Authors; *Classroom Techniques; *Fiction; *Literature Appreciation; *Nonfiction; Picture Books; Secondary Education
IDENTIFIERS- Historical Fiction; Learning Across the Curriculum; *Response to Literature; *Trade Books

Young adult (YA) literature, which is written for readers in grades 6-10, is a relatively new part of the literary spectrum. In the few decades it has been around, YA literature has developed a following among students, teachers, and librarians. This collection of 12 essays explores the reasons YA literature is so popular, and ways it can be used to teach and learn across cultures, genres, disciplines, and grade levels. Under Section I, Responding to Reading, are the following essays: (1) "Reader Response, Process Writing, Young Adult Literature, and the Art of Book Reviewing" (Elizabeth A. Poe); (2) "Thinking about Books on Paper" (Laura Robb); and (3) "Somewhere over the Rainbow: Celebrating Diverse Voices in Young Adult Literature" (Barbara G. Samuels). Under Section II, Exploring Genres, are these essays: (4) "Great Moments in History: Engaging Young Adults through Historical Fiction" (Barbara A. Illig-Aviles); (5) "Nonfiction Trade Books for Young Adults: A Complement to the Canon and Content Area Texts" (Barbara Moss); (6) "Using Nonfiction Books to Launch a Successful Research Project" (Christine Carlson); (7) "Whose Life Is It, Anyway? Biographies in the Classroom" (Teri S. Lesesne); (8) Poetry Pathways for Teens" (Rosemary Chance); (9) "When I Hear a Poem, I Want to Write" (Arlene H. Mitchell); and (10) "Picture Books for Older Readers: Passports for Teaching and Learning across the Curriculum" (Carol J. Fuhler). Under Section III, Studying Authors, are these essays: (11) "Empowering Young Adult Readers and Writers through Author Study" (Lynne R. Dorfman); and (12) "Getting the Most Out of an Author's Visit: Multiple Perspectives" (Joan B. Elliott and Suzanne Mateer). Appended are a list of 18 young adult literature resources on the Web and a 30-item glossary of teacher ideas. (NKA)

ED 461 834 CS 014 606

Tiedt, Iris McClellan
Tiger Lilies, Toadstools, and Thunderbolts: Engaging K-8 Students with Poetry.
PUB DATE- 02
NOTE- 251p.

three basic questions: (1) How well do male career-bound students at "High Schools That Work" (HSTW) read? (2) Which school and classroom experiences are associated with improving the reading achievement of male students? and (3) How can middle grades teachers and high school teachers improve students' reading skills and academic and technical achievement? The brief first presents the 1998 HSTW data on male students' reading achievement. It then outlines some factors associated with higher reading achievement and enumerates some strategies for improving students' reading achievement. The brief states that all teachers can use the 3-part PAR (Preparation, Assistance, and Reflection) lesson framework to engage students in reading. It also provides an example of using PAR to increase reading skills in a career/technical course and describes several reading-to-learn instructional strategies. The brief advocates providing staff development to improve reading instruction in content areas. (NKA)

ED 461 854 CS 217 802

Gonfiantini, Lisa
Balanced Literacy in a Kindergarten Class.
PUB DATE- 01
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Educational Objectives; Instructional Effectiveness; *Kindergarten; *Language Acquisition; *Language Arts; Primary Education; *Reading Instruction; Student Needs; Teacher Role; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Balanced Literacy; Communication Arts

For one teacher switching from teaching first grade to teaching kindergarten, giving her students knowledge and power was her goal. Specifically, she wanted her students to benefit from the power and freedom that literacy holds. This paper relates how the teacher came to choose balanced literacy as a well rounded approach to teaching communication arts. The paper first describes balanced literacy; cites the key principles of a balanced literacy program; and lists the components of a balanced literacy program (divided into the major headings of reading, writing, and language development). It then discusses under reading, the components of reading aloud, shared reading, guided reading and literature circles, and independent reading and buddy reading. Under writing, it discusses modeled writing, shared writing, interactive writing, guided writing, structured writing, and independent writing. The paper points out that all of these components, while considered separately for the sake of clarity, are in actuality fluid in nature, with the benefits of one component flowing into the others. It also briefly discusses language experiences and literacy centers as additional components of the balanced literacy program. The paper concludes with a reminiscence about the teacher's first week teaching kindergarten and notes that research has substantiated the need for teachers to use a balanced approach to teaching reading and writing to develop the full potential of their students. (NKA)

ED 461 855 CS 217 804

Christenbury, Leila; Mitchell, Diana

Gibson-Allen, Jeanette
Diversifying the Literature Curriculum through a Cultural Component.
PUB DATE- 01
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Critical Thinking; Higher Education; Instructional Innovation; *Literature Appreciation; Student Educational Objectives
IDENTIFIERS- Oral Presentations

A cultural component has been used in one instructor's literature classes at Georgia Perimeter College as a response to Expected Educational Outcome 4 which states: "The students will be exposed to and/or participate in cultural activities, events, and presentations," and to General Education Outcome 3 which states: "The students learn to make informed judgments beyond mere interpretation and summary." This paper features an assignment which responds to these outcomes. The paper states that the idea behind the assignment is to have students develop their critical thinking skills by doing comparison/contrast and by finding connections between what they think of as disparate elements. It explains that, for the assignment, each student will satisfy the course's cultural/oral component by attending a cultural activity outside of the class. And it further explains that the assignment has both oral and written segments--the oral segment takes the form of a 5-10 minute presentation in front of the class to share insights, cultural impressions, etc., while the written segment should be typed, double-spaced with one inch margins. According to the paper, the focus of the assignment is a critique of the cultural activity and a discussion of the activity in the context of its cultural milieu. The paper describes some of the presentations which were given in the class. It notes that the assignment can be "tweaked" to satisfy many criteria and at levels from the advanced degree to high school, and that it can be research based or field trip based. (NKA)

ED 461 876 CS 217 827

Benischek, Donna; Vejr, Mary Jean; Wetzel, Susan
Improving Written Language Skills in the Primary Grades.
PUB DATE- 01
NOTE- 42p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Classroom Techniques; *Instructional Effectiveness; Primary Education; Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Research; *Writing Skills

This report describes a program for advancing written expression skills in the primary grades. Extensive research over the past years has shown that an emphasis on mechanics and conventions inhibits the process of writing in primary students. The targeted population consisted of first and second grade for grades 2 through 5. Also included are life processes and living systems standards for grade 3 and grade 4 science. (RS)

ED 461 894 CS 510 697

Ediger, Marlow
Cooperative Learning versus Competition: Which Is Better?
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Comparative Analysis; *Competition; *Cooperative Learning; Elementary Secondary Education; *Heterogeneous Grouping; Teacher Role

Most educators advocate cooperative learning in the curriculum. Heterogeneous grouping is also recommended so that students with mixed achievement levels work in a committee setting. Cooperative endeavors stress democracy as a way of life, according to many educators, as compared to competition in the classroom. This paper examines the philosophy of cooperative learning and heterogeneous grouping. The paper first gives an overview of cooperative learning and cites some of its good and bad points. Not all students are cooperative, and many times students need to work by themselves. The paper states that the teacher in cooperative learning becomes a guide, a simulator, and one who encourages, but not one who lectures nor dispenses information. It contends that there are selected questions which need to be raised regarding cooperative learning. The paper finds that there are a few educators who advocate a competitive curriculum and cites several reasons for the competitive philosophy, such as the United States is not keeping up with Japan and Germany in world trade, and United States students should be first in mathematics and science. It then considers, in depth, competition, based on the free enterprise system, in the classroom. The paper also addresses healthy competition in the classroom, and sets forth five guidelines for stressing competitive events. It raises several questions about competitive behavior in the classroom setting. The paper also outlines cooperative learning's advantages and disadvantages. It concludes that what truly matters is how each approach affects learners in the school and classroom setting. (NKA)

ED 461 895 CS 510 739

McDowell, Earl E.
Certifying Technical Communicators in the 21st Century.
PUB DATE- 01
NOTE- 7p.; Paper presented at the STC Region 6 Conference (11th, Minneapolis, MN, September 30-October 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Certification; Higher Education; Occupational Surveys; Questionnaires; Student Surveys; *Technical Writing
IDENTIFIERS- Science Writing; Technical Communication

During the 1980s, meetings were held throughout the United States to discuss certification for technical communicators. Discussions were guided by a series of questions regarding the educational requirements and professional duties of technical

Look at Block Scheduling" (Elizabeth Hoffman); and (20) "Going on the Block: Meeting the Needs of Students with Disabilities in High Schools with Block Scheduling" (Karen E. Santos and Michael D. Rettig). The fourth section's articles deal with the implementing of block schedules: (21) "A Vision for Block Scheduling: Where Are We Now? Where Are We Going?" (Thomas L. Shortt and Yvonne V. Thayer); (22) "Ten Guidelines for Implementing Block Scheduling" (Donald G. Hackman); (23) "Steps for Improving School Climate in Block Scheduling" (J. Allen Queen and Kimberley A. Gaskey); (24) "Strategies for Teaching in a Block-of-Time Schedule" (Donald G. Hackman and Donna M Schmitt); and (25) "More Time, More Training" (Linda D. Wyatt). (Contains 20 references.) (RKJ)

ED 461 915 EA 031 493

McAndrews, Tobin; Anderson, Wendell
Schools within Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest number 154.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Attendance; Charter Schools; *Class Size; Cost Effectiveness; Dropout Rate; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *House Plan; Nontraditional Education; *Public Schools; School Effectiveness; Small Schools
IDENTIFIERS- ERIC Digests

Schools within schools are large public schools that have been divided into smaller autonomous subunits to create a sense of community and cohesiveness among students and staff. This digest discusses the benefits, drawbacks, varieties, and sources of funding for schools within schools. Designers of these schools seek the advantages of both large and small schools by placing students into small learning communities while using the resources of the larger existing facilities. Benefits include higher test scores relative to larger schools; enhancement of students' self-perceptions, both socially and academically; higher attendance and lower dropout rates; fewer discipline problems; and greater cost effectiveness. Possible drawbacks include emphasizing the sense of belonging over academic rigor, loss of teacher seniority if they are transferred between schools, and possible reduction in funding for equipment. School-within-school types are vertical-house plans, ninth-grade house plans, at-risk schools, career academies and clusters, special curriculum models, newcomer schools, parent-participation plans, advisory systems, and charter schools. Administrators must assess the need for and the purpose of their plan before committing resources for school restructuring. Some funding organizations are the Annenberg Foundation, the Pew Charitable Trust, the Bill and Melinda Gates Foundation, and the U.S. Department of Education's Smaller Learning Communities program. (Contains 12 references.) (RT)

ED 461 916 EA 031 508

Kirby, Sheila Nataraj; Berends, Mark; Naftel, Scott
Implementation in a Longitudinal Sample of New American Schools:

knowledge and skills. An appendix contains practical tools and guidelines for assistant principals. (Contains 163 references.) (RT)

ED 461 935 EA 031 530

Moore, Edwin H.
Education Performance in Florida: A Need for Change. Policy Report. Backgrounder.
PUB DATE- 01
NOTE- 23p.; The "Backgrounder" is published six times a year to encourage public debate on public issues in Florida.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blue Ribbon Commissions; *Change Strategies; *Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Higher Education; State Boards of Education; State Legislation; *State Regulation; Statewide Planning
IDENTIFIERS- *Florida

In 1998, the citizens of Florida approved passage of Amendment VIII to the Florida Constitution, whereby the voters voluntarily gave up their right to elect a commissioner of education and a state board of education. In 1999, the standing commissioner of education appointed a blue-ribbon committee to review and recommend changes to the Florida system. In 2000, a state task force was appointed to lay the groundwork for system transition by 2003, work that is now completed. This report evaluates the current state of affairs in the Florida educational system. Questions addressed include: (1) Why change the organizational structures? (2) How successful has Florida been in delivering education services? and (3) Does the current system have a coordinated statewide system? Florida ranked 46th nationally in a study of performance of high school graduation rates for the 1999-2000 school year; opposition still exists within some institutions of higher education to creating a unified K-20 educational system; and there is still lack of coordination between different levels of education. The coordinated efforts of a unified board of education will serve students of Florida better. The task force has prepared an education service-delivery model that includes distance learning and better system coordination among all levels of education. (RT)

ED 461 936 EA 031 531

Scheuer, Joan
Options in School Finance Reform in New York State.
PUB DATE- 95
NOTE- 55p.; This report was funded by the Caroline & Sigmund Schott Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Court Litigation; *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Finance Reform; *Poverty; Public Schools; State Aid; State Courts
IDENTIFIERS- *New York

New York State's system of financing education needs reform. Children in school districts where poverty pervades do not receive an adequate education; disparities in available funding resources have produced uneven levels of school spending among school districts; and state-aid formulas fail to correct for

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Agency Cooperation; Consultation Programs; *Cooperative Programs; *Disabilities; *Education Work Relationship; High Schools; Instructional Effectiveness; Research Utilization; Technical Assistance; Theory Practice Relationship; *Transitional Programs; *Vocational Rehabilitation
IDENTIFIERS- *New York

This final report describes activities and accomplishments of a 3-year federally supported project in New York to replicate effective partnerships between community rehabilitation programs and school districts working to improve the transition of youth with disabilities to post-school employment. Through use of a direct mentoring process, the project worked to close the gap between research and products about effective models and the actual replication of exemplary practices that are cost-effective and focused on student results. The project was implemented by a state-level partnership between the New York State Rehabilitation Association and the State Education Department of Vocational and Educational Services for Individuals with Disabilities. Ten leadership organizations were identified and provided with training in consultation skills and four implementation sites were selected to receive technical assistance and mentoring services from these leadership organizations. Overall results from the implementation sites indicated more students being served, involvement of more community resources, earlier student access to services, greater community involvement by students, and greater awareness by employers about hiring persons with disabilities. Extensive appendices include detailed project results and materials such as a technical assistance guide and consultation training materials. (DB)

ED 461 956 EC 308 803

Educating Children with Autism.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 318p.; Produced by the Committee on Educational Interventions for Children with Autism, Division of Behavioral and Social Sciences and Education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Autism; Behavior Modification; Behavior Problems; Clinical Diagnosis; Cognitive Development; Developmentally Appropriate Practices; Early Childhood Education; *Early Identification; *Early Intervention; Etiology; Evaluation Methods; Family Role; *Interdisciplinary Approach; Motor Development; Parent Child Relationship; Program Design; *Public Policy; Research Needs; Screening Tests; Social Development; Symptoms (Individual Disorders); Teacher Education; Teaching Methods; Young Children

The National Research Council formed a Committee on Educational Interventions for Children with Autism and charged the committee with integrating the scientific, theoretical, and

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Counseling; Elementary Secondary Education; *Emotional Development; Emotional Problems; *Gifted; Gifted Disabled; *Interpersonal Competence; Research Utilization; *Social Development; *Talent; Teaching Methods; *Theory Practice Relationship; Underachievement

This text on the social and emotional development of gifted children includes the following 24 papers: (1) "Effects of Acceleration on Gifted Learners" (Karen Rogers); (2) "Peer Pressures and Social Acceptance of Gifted Students" (Sylvia Rimm); (3) "Social and Emotional Issues for Exceptional Intellectually Gifted Students" (Miraca Gross); (4) "Asynchronous Development" (Linda Silverman); (5) "Affect Regulation and the Gifted" (Margaret Keiley); (6) "The Application of Dabrowski's Theory to the Gifted" (Kevin O'Connor); (7) "Individual Differences in Gifted Students' Attributions for Academic Performances" (Nancy Robinson); (8) "Perfectionism in Gifted Children and Adolescents" (Patricia Schuler); (9) "Underachievement in Gifted Students" (Sally Reis and D. Betsy McCoach); (10) "Gifted Children and Depression" (Maureen Neihart); (11) "Delinquency and Gifted Children" (Maureen Neihart); (12) "Risk and Resilience in Gifted Children: A Conceptual Framework" (Maureen Neihart);(13) "Gifted Females in Elementary and Secondary School" (Sally Reis); (14) "Gifted Males" (Thomas Hebert); (15) "Gifted Students Who Are Gay, Lesbian, or Bisexual" (Sanford Cohn); (16) "Racial Identity among Gifted African American Students" (Donna Ford); (17) "Creatively Gifted Children" (Maureen Neihart and F. Richard Olenchak); (18) "Gifted Students with Learning Disabilities" (F. Richard Olenchak and Sally Reis); (19) "Gifted Children with Attention-Deficit/Hyperactivity Disorder" (Sidney Moon); (20) "Parenting Practices That Promote Talent Development, Creativity, and Optimal Adjustment" (Paula Olszewski-Kubilius); (21) "Counseling Needs and Strategies" (Sidney Moon); (22) "Career Counseling for Gifted and Talented Students" (Meredith Greene); (23) "Promoting a Positive Achievement Attitude with Gifted and Talented Students" (Del Siegle and D. Betsy McCoach); and (24) "Models and Strategies for Counseling, Guidance, and Social and Emotional Support of Gifted and Talented Students" (Sally Reis and Sidney Moon). A final chapter by the book's editors is "Social and Emotional Issues: What Have We Learned and What Should We Do Now?" (Individual chapters contain references.) (DB)

ED 461 975 EC 308 826

Bley, Nancy S.; Thornton, Carol A.
Teaching Mathematics to Students with Learning Disabilities. Fourth Edition.
PUB DATE- 01
NOTE- 456p.; Revised edition of "Teaching Mathematics to the Learning Disabled." For third edition, see ED 388 003.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; *Educational Technology; Elementary Secondary Education; Instructional Design; *Learning Disabilities; *Mathematics Instruction; *Number Concepts; *Problem Based Learning; Problem Solving; Teaching Methods; *Thinking Skills

This text explores teaching techniques and adaptations that have liked to brainstorm and guess about what written Chinese characters meant, and they produced useful ideas in their oral exchanges. The teacher learned the importance of listening to the learners' voices. Artwork (e.g., origami) and games (e.g., jumping rope to count numbers) were very effective in teaching Chinese to these students. (SM)

ED 461 994 FL 027 140

Menking, Scott
The Communicative Approach to Teaching English in Post-Secondary Institutions in Shimane, Japan.
PUB DATE- 01
NOTE- 56p.; Master's of Education Thesis, University of Southern Queensland, Australia.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communicative Competence (Languages); *Conversational Language Courses; *English (Second Language); Foreign Countries; Higher Education; Role Playing; Student Attitudes; *Teaching Methods
IDENTIFIERS- *Japan

One of the current approaches to teaching second languages is the communicative approach. To improve the use of this approach in Shimane, Japan, it is necessary to discover the extent to which it is being used and what is hindering its use. This study examined the situation by asking native and non-native English postsecondary instructors to complete a questionnaire. A total of 36 out of 42 instructors at the universities and junior colleges in Shimane returned the questionnaire, 27 of whom were Japanese teachers of English. Data were collected using a series of statements that respondents rated on a Likert attitude scale. Results indicated that there was broad use of most elements of the communicative approach (e.g., work in small groups and pairs and use of authentic materials), but role play was not universally accepted. The main obstacle to using the communicative approach was students' reactions and attitudes, specifically during pair and small group work. Other obstacles included students' lack of confidence in their speaking ability, embarrassment, and inability to express their opinions, ask questions, and be innovative during conversation practice. (Contains 17 bibliographic references.) (SM)

ED 461 995 FL 027 141

Potter, Julia L., Ed.
Education and Immigrant Girls: Building Bridges between Cultures. WEEA Digest.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; Elementary Secondary Education; *Equal Education; *Females; Gender Issues; *Immigrants; Mentors; Parent Participation; Sex Discrimination; Vietnamese People; *Womens Education

This digest features three articles on equal education for immigrant girls. The first, "Building Bridges between Cultures" (Julia L. Potter), highlights discussions with experts in the field of immigrant education, examining culture, family, and bilingual issues, with several states arguing over how to teach new immigrants and various federal mandates about bilingual education); educational factors that affect the process of gaining English proficiency (teacher effectiveness and student motivation); cultural factors that influence immigrants' adjustment to U.S. education (including language); key principles of second language acquisition (e.g., literacy in the first language); age and second language acquisition; language and meaning (the importance of cultural relevance); and instructional strategies (environment, meaning and the language experience approach, content-centered approach, and cooperative learning). (Contains 93 references.) (SM)

ED 462 015 FL 027 165

Tse, Lucy
"Why Don't They Learn English?" Separating Fact from Fallacy in the U.S. Language Debate. Language and Literacy Series.
PUB DATE- 01
NOTE- 109p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingualism; Elementary Secondary Education; *English (Second Language); Heritage Education; *Immigrants; *Language Maintenance; *Language Skill Attrition; Public Opinion; Public Policy; Second Language Learning
IDENTIFIERS- *Heritage Language

This book examines often-cited but poorly-supported claims that immigrants fail to learn English and the mistaken belief that immigrant communities cling to their heritage languages, revealing that, in actuality, English is being rapidly learned while heritage languages are disappearing quickly from family use. The book shows how current assumptions have a pervasive influence on U.S. language policy. The six chapters include the following: (1) "Why Don't They Learn English?: Language Policy and Public Perception" (official English-language amendments and education sanctions); (2) "The State of English-Language Learning" (who U.S. immigrants are, whether immigrants and their children are learning English, why some students learn English faster than others, and obstacles to learning English); (3) "The State of Heritage Language Development" (the typical life of an immigrant language, causes of language loss, and the myth of language ghettos); (4) "Why Promote Heritage Languages" (benefits of heritage language development, consequences of heritage language loss, and support for foreign versus heritage language programs); (5) "How Can Heritage Languages be Promoted?" (language exposure and group membership, providing language exposure in heritage language programs, and promoting group membership in heritage language programs); and (6) "Where Do We Go from Here?" (Contains 178 references.) (SM)

ED 462 016 FL 027 166

Porter, Rosalie Pedalino, Ed.
READ Perspectives, 2001.
PUB DATE- 01
NOTE- 201p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accountability; *Bilingual Education; Elementary Secondary Education; *English (Second Language); Federal Legislation; Language Proficiency; Limited English Speaking;

at each of the 9 guaranty agencies that applied for an agreement and 10 agencies that did not choose to apply. It was found that the VFA development process did not meet the needs of the guaranty agencies fully. The process was frustrating, in part because the Department of Education did not meet its own timetable. The process for determining VFA selection criteria and inviting VFA proposals was not clear enough. VFAs were generally found to comply with legislative requirements, although in one instance the requirement that VFAs not increase projected federal program costs does not appear to have been upheld. The Department of Education is not fully prepared to assess the effects of the VFAs. The GAO makes recommendations in this report to improve the four current VFAs and the development of additional agreements. Five appendixes contain information about the study scope and methodology, some financial projections, comments from the U.S. Department of Education, and a list of GAO contacts and staff involved in the report. (SLD)

ED 462 037 HE 034 650

Ashby, Cornelia M.
D.C. Tuition Assistance Grants: Program May Increase College Choices, but a Few Program Procedures May Hinder Grant Receipt for Some Residents. Report to Congressional Committees and the Mayor of the District of Columbia.
PUB DATE- 02
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; College Applicants; Disadvantaged Youth; Federal Legislation; *Higher Education; In State Students; Out of State Students; *Tuition Grants
IDENTIFIERS- District of Columbia; Tuition Assistance Grant Program DC

The District of Columbia College Access Act of 1999 created a grant program with the purpose of expanding higher education choices for college-bound District of Columbia residents. This program, the D.C. Tuition Assistance Grant (TAG) Program, addressed the concern that D.C. students were at a disadvantage because the District of Columbia lacks a state university system. TAG allows undergraduates to attend eligible public universities and colleges nationwide at in-state tuition rates and provides smaller grants for students to attend private institutions in the District of Columbia and private historically black colleges and universities. The General Accounting Office (GAO) is required by the College Access Act to monitor the effects of the grant program on eligible students and assess the impact of the program on the University of the District of Columbia, which does not participate in TAG because in-state tuition is already available to D.C. residents. Data are from applicant data for the TAG program for 2000-2001 and a survey of parents (response rate, 42%) of 516 applicants who did not use the program. Twenty-one percent of grant-eligible applicants who did not use the funding may have faced other barriers to college access, especially college entrance examination score requirements. The grant can only be applied to tuition, and in many cases other college costs including room and board may have put institutions out of reach of applicants. Overall, the knowledge level about the TAG program appears adequate. The absence of minority outreach programs on the part of institutions contributes to the low use of TAG grants. The TAG program appears to have had little

A survey was conducted to learn what Kentucky high school students think about the pursuit of learning opportunities after high school and how they are investing their time in anticipation of possible postsecondary attendance. The survey was sent to 3,000 16- and 17-year-olds, and nearly 1,100 responded. Nearly all were planning to go on for more schooling, and most intended to go to school in Kentucky. As a result, the survey sample represents primarily college-bound youth. The type of school students want to attend influenced their academic preparation. Those planning on a 4-year college were doing more homework, taking more demanding courses, and achieving higher grades than those planning on a community college. Students rated the instruction they had received in mathematics, science, and English relatively highly, but gave lower marks to second language instruction. Most students had access to a computer and had learned basic computer skills. The survey shows that students decided to pursue a college education quite early in their careers, with more than half deciding by middle school or earlier. Students knew little about ways to finance college. It was also apparent that some of the best academically prepared students were planning to attend college out of the state. Three appendixes contain details about the survey sample, the survey itself, and an excerpt from a document related to Kentucky's education reform effort. (Contains 18 tables and 12 figures.) (SLD)

ED 462 058 HE 034 686

Miller, Vachel W., Ed.; Ryan, Merle M., Ed.
Transforming Campus Life: Reflections on Spirituality and Religious Pluralism. Studies in Education and Spirituality.
PUB DATE- 01
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Students; Cultural Pluralism; Diversity (Student); *Educational Environment; Higher Education; *Religion; Religious Differences; Religious Education; *Spirituality

The chapters in this collection explore the religious and spiritual dimensions of college life. They offer innovative approaches for positive change and address legal, organizational, and cultural issues involved in making campuses more hospitable to the human spirit. The chapters in Part 1, Religious Pluralism and Spirituality in Campus Life: Issues and Approaches, are: (1) "'Losing Our Religion': Are Students Struggling in Silence?" (Judy Raper); (2) "Student Religious Organizations and the Public University" (Jennifer L. Walters); (3) "The Education as Transformation Project" (Peter Laurence and Victor H. Kazanjian, Jr.); (4) "Making and Maintaining a Religious Pluralism and Spirituality Group: A Case Study from a Jewish-Sponsored, Nonsectarian University" (Olga Gladstone); (5) "Religion, Spirituality, and Historically Black Colleges and Universities" (Marie V. McDemmond, Arthur R. Jackson, and Jacqueline A. Curtis); (6) "I Do and I Understand: The Self Knowledge Symposium Model for Spiritual Exploration on Campus" (Mary Alice Scott, Georg Buehler, and Kenny Felder); (7) "Looking at Diversity through the Lens of Religion and Spirituality: The Manhattanville Experience" (Margaret L. Causey and Richard A. Berman); and (8) "Dancing on the Edge" (Leon Tilson Burrows). Part 2, Spirituality and Leadership: Self and Organizational Transformation contains: (9) "Private Conversations about Public Spirituality" (Sarah Stockton); (10)

persons 65 years and over by age, race, and Hispanic origin. Also included are: a directory of professional associations; a list of World Wide Web sites; a bibliography of books, statistical information, and videos; a bibliography of Public Library Association resources; American Library Association guidelines for library services to older adults; a list of resources on home modification and assistive technology; and materials for helping caregivers find local community services. (MES)

ED 462 076 IR 058 388

Dearstyne, Bruce W., Ed.
Leadership and Administration of Successful Archival Programs. The Greenwood Library Management Collection.
PUB DATE- 01
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Archives; *Leadership; Librarians; *Library Administration; *Library Administrators; *Library Collection Development; Library Collections; Professional Personnel; *Program Administration; *Strategic Planning

Strong archival programs are rare, in part because the vital issues of program leadership and management have not been given sustained attention. As a consequence, many programs are under-funded, under-supported, and lack sufficient space, staff, and other resources necessary to carry out their important work. This collection of writings from eight of the field's recognized leaders provides first-hand accounts of how to go about planning, building coalitions and alliances, garnering resources, empowering and inspiring program personnel, changing program direction, and leading programs in new, dynamic directions. The essays collected in this volume provide varying perspectives, insights, advice, caveats, and other helpful information. They are based on the personal experiences of highly regarded professionals in the field who have actually developed and administered successful programs. The essays address such issues as how to define program success, the traits of a successful program, leadership traits, and similarities and differences between archival programs and similar programs, such as libraries. Contents include: "Leadership and Archival Education" (Richard J. Cox); "The Art of the Possible: The Archivist as Administrator" (Frank G. Burke); "Ways and Means: Thinking and Acting To Strengthen the Infrastructure of Archival Programs" (Larry J. Hackman); "Strategic Approaches to Program Building in Government: From Local to International and Back" (Liisa Fagerlund); "Strategic Planning and Implementation at the National Archives and Records Administration: 1992-2000" (Michael J. Kurtz); "Corporate Culture and the Archives" (Philip F. Mooney); "Archival Programs in the Academic Library" (Lauren R. Brown); "Leadership of Archival Programs" (Bruce W. Dearstyne); and "Building Strong Archival Programs: Insights and Approaches" (Bruce W. Dearstyne). (Includes an index.) (AEF)

ED 462 077 IR 058 393

Rubin, Rhea Joyce

colleges--offering access to higher education to groups who might otherwise not be able to attend college. Because higher education is viewed as a public good that also contributes to individual socioeconomic mobility, the two-year college has been traditionally supported as a vehicle for opening up access to higher education. As a result, some have asserted that the community college's first priority should be to serve students not typically accepted into higher education. The author argues that recent admission and curricular trends are attracting students who do not fit this profile. The article lists high school dual enrollment programs, four-year college concurrent enrollment programs, and "reverse transfer" trends as evidence of these changing enrollment patterns. The paper argues that this trend can jeopardize access for other groups when enrollment is limited. Community college leaders need to decide whether the mission of meeting any and all community needs takes precedence over its mission of providing education for those who would not normally participate in higher education. (Contains 26 references.) (NB)

ED 462 096 JC 020 162

Townsend, Barbara K.
Institutional Attendance Patterns of Students Transferring from Area Two-Year Colleges to The University of Memphis. ASHE Annual Meeting Paper.
PUB DATE- 98
NOTE- 11p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (23rd, Miami, FL, November 5-8, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Associate Degrees; *College Attendance; College Graduates; Community Colleges; *Educational Objectives; *Outcomes of Education; Partnerships in Education; Transfer Programs; *Transfer Students; Two Year Colleges
IDENTIFIERS- *University of Memphis TN

This document is a study on the attendance patterns of community college transfer students prior to their matriculation at The University of Memphis (Tennessee). The study focuses on three topics: (1) the percentage of community college students who transfer with associate degrees; (2) the students' patterns of institutional attendance, both in-state and out-of-state; and (3) differences in patterns of community college transfers' major and last two-year college attended. The study included 1,181 transfer students from four state community colleges; a random sample of 614 transfers were selected. The transfers were located in three main university majors: business, education, and nursing. Results included: (1) 27% of the sample population transferred with associate degrees; (2) 45% of the sample are reported as "multiple-transfers" who have attended two or more colleges or universities prior to enrolling; (3) 23% of the transfer students actually started at a four-year institution first; and (4) nursing and education were the most common community college majors for the transferring students. Overall, these patterns are shown to be common for most transfers. Other priorities like job mobility, family issues, and/or financial concerns were given as possible reasons for multiple transfers. The author suggests that these students should not so quickly be termed "dropouts." (MKF)

ED 462 097 JC 020 163

be used to predict academic success (a grade of A, B, or C) in community college courses. Some of the limitations of using multiple regression for decisions on student placement are also discussed. The use of discriminant function analysis is presented as an alternative method to help make more informed decisions on placement as well as predict possible student success in specific courses. A detailed explanation of how discriminant function analysis can be designed and used by community college researchers is provided. The report also includes a literature review of relevant research on the topics of research designs and student academic success. (Contains 23 references and 6 sample tables that display how discriminant function analysis results may be presented and interpreted.) (MKF)

ED 462 117 JC 020 185

Zimmer, JoAnn
Cross-College General Education Pilot Review Report, June 1997.
PUB DATE- 97
NOTE- 20p.; Prepared with the Cross-College General Team.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Block Scheduling; Community Colleges; Diversity (Student); Enrollment; Foreign Countries; *General Education; Institutional Role; Internet; *Participant Satisfaction; Resources; School Schedules; *Services; *Student Attitudes; Student Surveys; *Two Year College Students; Two Year Colleges

The three primary purposes of this report were to: (1) determine to what extent the Cross-College General Education (CCGE) pilot at Sheridan College (Ontario, Canada) achieved its goals of offering students choice of quality courses and access to all goal areas, including alternate delivery courses, and opportunities for student mix; (2) analyze the level of student and faculty satisfaction with CCGE; and (3) communicate recommendations for ongoing CCGE. A secondary purpose of this report was to demonstrate a collaborative process as a model for implementing cross-college change. A questionnaire survey was handed out to 582 students (22% of the CCGE student population) to determine satisfaction with CCGE and its various aspects, such as choice of course, selection process, time blocks, and student mix. Results included: (1) 86% of survey participants indicated they were satisfied with the CCGE pilot, and 78% found CCGE useful to them personally; (2) the most liked aspect of CCGE was the opportunity for students to mix with others from different programs; (3) the least liked aspect was the time block method; (4) although 63% of students indicated a satisfaction with time blocks, only 46% of students with the 3:00 to 6:00 p.m. time block indicated satisfaction; and (5) 28% indicated dissatisfaction with the course selection process, indicating a need for reexamination of the process. (NB)

ED 462 118 JC 020 187

Bower, Beverly, L.; Kamata, Akihito; Ritchie, Wendy
An Analysis of Student Satisfaction with Interactive Televised Courses and ITV Faculty.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Child Advocacy; *Child Health; *Children; Enrollment; *Health Insurance; Parents; *Poverty; *Public Policy; Tax Credits
IDENTIFIERS- Barriers to Participation; Medicaid; New Mexico; State Policy

This document is comprised of a progress report and five policy briefs related to the New Mexico Advocates for Children and Families' Campaign To Reduce Child Poverty. This multi-year initiative educates the public and policymakers about child poverty and promotes public policy changes that would reduce poverty. The progress report presents information on the incidence of child poverty in New Mexico, describes the negative outcomes of poverty for children, summarizes five policy briefs published as of September 2001, and discusses their impact on policy. Policy Brief1, "Expanding the Low Income Comprehensive Tax Rebate," discusses a proposal to expand the state's low income comprehensive tax rebate to poor and working poor families as a cost-effective strategy to reduce child poverty. Policy Brief2, "Mail-In Medicaid Enrollment," presents ways to reduce barriers to health insurance for New Mexico's low-income children and shows that existing policies pave the way for mail-in Medicaid enrollment. Policy Brief3, "Enhancing the Benefits of Tax Rebates and Credits," suggests that the state enact legislation which would cap the interest rate for "rapid refund" loans, thereby reducing the earned income credit to which they were entitled. Policy Brief4, "Medicaid Look Back Periods are Barriers to Health Insurance for Children," examines the wisdom of the "look back" policy forcing families to have their children uninsured for 12 months to take advantage of free health insurance through the state and recommends eliminating the look back period. Policy Brief5, "Insuring Parents Improves Health Outcomes for Children," investigates utilization of preventative healthcare by insured children in New Mexico, shows that parents who obtain preventative care for themselves were more likely to obtain similar care for their children, and concluded that public policy targeting parental access to and utilization of healthcare could increase preventative care for children by increasing the ability of families to obtain care. (KB)

ED 462 137 PS 029 917

North Dakota KIDS COUNT! Fact Book, 2001: State, Regional and County Profiles of Child Well-Being in North Dakota.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE 158p.; For 2000 Fact Book, see ED 445 790. Financial support also provided by Dakota Medical Foundation and Children's Services Coordinating Committee.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Child Abuse; *Child Health; Child Neglect; Child Safety; Child Welfare; *Children; *Counties; Demography; Economic Status; Elementary Secondary Education; Expenditure per Student; Family (Sociological Unit); Family Violence; Foster Care; Infants; One Parent Family; Out of School Youth; Poverty; Prenatal Care; Preschool Education;

PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Cognitive Development; Criterion Referenced Tests; Emotional Development; *Infants; Language Acquisition; Measures (Individuals); Motor Development; Psychometrics; Social Development; *Test Reliability; *Test Validity; *Toddlers
IDENTIFIERS- *Early Learning Accomplishment Profile

The Early Learning Accomplishment Profile (Early LAP) provides a systematic method for observing children's functioning in the birth to 36-month age range in order to assist teachers, clinicians, and parents in assessing individual skills development in six developmental domains: gross motor, fine motor, cognition, language, self-help, and social emotional. This technical report describes the history of the Early LAP and its development, presents test administration guidelines, details the methodology and results of the Early LAP reliability and validity study, and reports statistical properties of the Early LAP. The report notes that the Early LAP was found to be reliable and valid in assessing the development of young children, with relatively high correlations between developmental age domain scores and chronological age, especially for children birth to age two. The Early LAP also evidenced good internal consistency and fairly low standard errors of measurement for each domain. Very good test-retest and interrater reliability were found for all domains. Evidence of adequate construct validity was also shown. The Early LAP had very good criterion validity, based on comparisons with the Bayley Scales of Infant Development-Second Edition. The report's appendix details the structure of early learning activity cards and citations for the 21 original sources of the Early LAP. (KB)

ED 462 158 PS 030 086

Smith, Miriam W.; Dickinson, David K.
Early Language & Literacy Classroom Observation (ELLCO) Toolkit, Research Edition with User's Guide.
PUB DATE- 02
NOTE- 88p.; Produced with Angela Sangeorge and Louisa Anastasopoulos.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Class Activities; *Classroom Environment; Curriculum; Early Childhood Education; *Educational Practices; *Emergent Literacy; Interviews; *Language Arts; Measurement Techniques; *Measures (Individuals); *Observation; Preschool Teachers; Primary Education; Psychometrics; Reading Aloud to Others; Teacher Student Relationship; Test Reliability; Test Validity

The document is comprised of the Early Language and Literacy Classroom Observation (ELLCO) Toolkit, a field-tested observation packet to examine literacy and language practices childhood lead poisoning. The 90-minute training session offers: (1) understanding of the problem of lead poisoning; (2) simple routines to reduce the possibility of lead exposure in children's environments; and (3) information to share with families and tips for encouraging them to have their children tested for lead poisoning. Following introductory materials and background information, the workshop curriculum is presented in 10 parts: (1) why lead poisoning is an issue; (2) child care activities to promote health and reduce exposure to lead; (3) painting, repairing or remodeling your child care environment; (4) nutrition and childhood lead poisoning prevention; (5) how to talk to parents; (6) promoting handwashing; (7) hazard hunt activity; (8) promoting lead screening and testing; (9) question and answer session; and (10) workshop evaluation and awarding of certificates. Curriculum masters for photocopying are provided at the end of the packet for each part of the curriculum. (SD)

ED 462 180 PS 030 127

Dohrn, Laurie; Hollan, Eleanor; Kaplan, Debra
Improving Social Skills at the Elementary Level through Cooperative Learning and Direct Instruction.
PUB DATE- 01
NOTE- 92p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Behavior Change; Behavior Problems; Change Strategies; Classroom Techniques; *Cooperative Learning; Discipline; Elementary Education; *Interpersonal Competence; *Physical Education; Program Effectiveness; Program Evaluation; Prosocial Behavior; Social Behavior; *Social Development; Student Behavior
IDENTIFIERS- *Direct Instruction; Illinois; *Social Skills Training

This action research project implemented and evaluated a program for improving social development of elementary school students in order to lessen disruptive behavior in physical education class. The targeted population consisted of elementary school children in second, fourth, and fifth grades in a growing rural, middle class community. Anecdotal records that documented disruptive social behaviors, teacher observation checklists, and assessments of appropriate social behavior evidenced the problem. A review of solution strategies suggested that direct instruction of social skills--such as listening, keeping hands to self, being courteous, encouraging others--and implementation of cooperative group practices were effective in improving those skills. Cooperative learning was the intervention used to develop skills such as compromising, accepting differences, staying with the group, and using encouraging words. Post intervention data indicated the major gains were in the areas of social awareness, listening, encouraging others, practicing social skills, and cooperative group activities. The data indicated that daily physical education in which social skills were practiced was probably necessary to influence the development of selected social skills. Direct instruction of selected social skills may have been helpful in increasing the desired behavior of the students studied. (Four appendices include a student survey, checklists, and teacher journal entries. Contains 58 references.) (Author/SD)

Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 1 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 1 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 197 PS 030 169

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 2.
PUB DATE- 01
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 2; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 2 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 2 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adults; Competence; Futures (of Society); Government Role; Guides; Health Behavior; Health Education; *Health Occupations; *Health Personnel; Health Programs; Health Promotion; Labor Force Development; *Minority Groups; Policy Formation; Prevention; Preventive Medicine; *Professional Continuing Education; Professional Occupations; Public Agencies; *Public Health; Public Policy; Public Service Occupations; *Recruitment; State Programs

IDENTIFIERS- *Healthy People 2010; Public Health Service

This guide was developed to assist states in addressing the national workforce development objectives for the health professions and for employees of public health agencies in order to achieve the National Healthy People 2010 workforce objectives. The guide is organized in four sections. The opening section is a "how to" resource for planners. It provides seven strategy options for including workforce objectives in state Healthy People or other health plans. Two following sections focus on these three national Healthy People 2010 workforce objectives: (1) increasing the members of under-represented racial and ethnic groups in the health professions; (2) increasing the proportion of government agencies that incorporate specific competencies in the essential public health services into personnel systems; and (3) increasing the proportion of government health agencies that provide continuing education to develop competency in essential public health services for their employees. Each section on specific workforce objectives includes an issue summary, a strategy summary, examples of strategy implementation, and resources. The final section of the document provides a listing of all the Healthy People 2010 workforce-related objectives. Appendixes include a bibliography of articles and resources for increasing minority representation in the health professions and for continuing education in public health. A list of core public health competencies is included. (KC)

ED 461 718 CE 082 717

Kaestle, Carl F.; Campbell, Anne; Finn, Jeremy D.; Johnson, Sylvia T.; Mikulecky, Larry J.

Adult Literacy and Education in America: Four Studies Based on the National Adult Literacy Survey.

PUB DATE- 01

NOTE- 284p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Adult Literacy; Competence; Demography; Dropouts; *Educational Attainment; Ethnicity; Females; High Schools; Higher Education; *Literacy Education; Males; *National Surveys; Older Adults; *Outcomes of Education; Race; Reading Skills; School Effectiveness; Student Characteristics; Workplace Literacy

IDENTIFIERS- National Adult Literacy Survey (NCES)

Based on the National Adult Literacy Survey of 1992, which described the literacy skills of adults in the United States (based on data drawn from a random sample of 13,600 adults across the United States, and from telephone interviews with additional adults and from other sources, with a total of 26,000 adult participants), this report contains four research essays that investigate the relationship between formal schooling and adult literacy proficiency. (The most pervasive communications and working class people's use of computers as a socially situated practice rooted in collective, communal relationships. It drew on analysis of online learning workshop participation in specially initiated sessions among Canadian labor activist/educators. Findings were based on analysis of interview and survey data and content and interaction analysis of online postings. Survey data indicated participants had computer literacy levels exceeding those of the general population; the majority had access to home and/or workplace computers for workshop participation; and communication with participants and non-participants beyond the formal structure of the workshop was crucial. Interviews showed a better understanding was needed of the dynamics of informal learning in virtual space; key barriers to online learning among activist/educators were resources, time, distance, and extensive reading and writing requirements; and a less obvious barrier concerned "communication literacy," a basic appreciation of the mechanics of interaction, turn-taking, and explicit framing and re-framing of the situation. Strong evidence suggested online learning could be a valuable addition to the labor movement's education/communication capacity, an important part of which revolved around recognition of informal learning, tacit dimensions of participation, broader context of participants' lives, and linkages between the online and offline worlds. (Conains 32 references.) (YLB)

ED 461 736   CE 082 859

Gereluk, Winston
Labour Education in Canada Today. NALL Working Paper #47-2001.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).; Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 227p.; A report from "Learning Labour: A Prior Learning Assessment & Recognition Project." Assistance in preparing the report was provided by Judy Lederer, Darlene Day, and Naomi Frankel.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Adult Education; Developed Nations; *Educational Objectives; Educational Research; Foreign Countries; Industrial Training; *Labor Education; Prior Learning; *Program Content; *Trainers; *Unions
IDENTIFIERS- *Canada; Member Union Relationship; Shop Stewards

This report provides information on the content and nature of labor education in Canada. Section A outlines the study's purposes to explain why labor education should be considered for prior learning assessment and recognition purposes. Section B describes the theoretical framework and methodology and explains the attempt to canvass a reasonably representative sample of labor education provided by and for trade unions. Section C highlights the aims and objectives of labor education, with particular reference to differing objectives of the host trade unions. Section D describes steward training and relates details of this education to functions and expectations unions typically assign to these worksite representatives. Section E completes the descriptions with an overview of content of labor education programs provided by and for Canada's unions. Section F identifies other events and learning activities provided by and for Canada's unions. Section G provides a sample of approaches taken by unions in selecting labor education participants. Section H describes procedures

Second-Language students at the beginning, intermediate, or advanced levels); (2) student-developed anthologies and magazines; and (3) an oral history project. During its existence, the Bob Steele Reading Center has balanced the competing goals of program stabilization and project innovation. The center is currently working toward instituting a laboratory/research setting reconciling the needs of practice and research. (Contains 31 references.) (MN)

ED 461 752 CE 082 887

Demetrion, George
Re-Inventing the Self: Passages into History, Business, and Adult Literacy--An American Historian in Search of a Calling.
PUB DATE- 99
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Educators; Adult Literacy; Change Agents; *Education Work Relationship; Educational Philosophy; Educational Practices; Educational Principles; Educational Theories; Essays; Graduate Study; Higher Education; *Literacy Education; Organizational Change; Organizational Development; Personal Narratives; Reading Centers; *Self Actualization; Self Congruence; Teacher Attitudes; Teacher Researchers; *Teacher Role; Teaching Experience; *Theory Practice Relationship; Transformative Learning
IDENTIFIERS- Pragmatism; Praxis; *Reflective Practice

This document, which is described by its author as a "critical autobiography", traces one adult educator's 15-year journey from graduate school and into the field of adult literacy and the process of his development into what he calls "an American scholar." The autobiographical narrative is developed against the backdrop of the tension stemming from the opposing viewpoints and objectives of humanistic and social scholarship on the one hand and the more pragmatic institutions of modern life and work on the other hand. The specific topics discussed are as follows: (1) education and work as ambivalent pathways to identity in modern America (the life of the mind versus the world of action); (2) the author's experiences in graduate school in the 1980s (the quest for personal knowledge and the academy; status anxiety; the general exams for a doctoral degree); (3) practice in search of theory (existential angst; teaching; contract cleaning management; academic pursuits); (4) toward praxis and continuing tensions (entering the field of adult literacy; scholarly pursuits revisited; organizational change agent; discovering the field of literacy education; and practitioner/research dualism revisited). (Contains 74 references.) (MN)

ED 461 753 CE 082 888

Demetrion, George
A Yankee Individualist in Dialogue and Confrontation with the Progressive Literacy Left.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

are the following: (1) capitalize on incentives for change; (2) provide knowledge useable for practitioners; (3) create shared understandings of how new ideas could help improve local practice; (4) stimulate increased diffusion of new ideas within and between educational agencies; and (5) combine top-down and bottom-up approaches. As for the knowledge user/educator's perspective on dissemination, a constructivist perspective suggests all knowledge is local, contested, partial, and political. Unresolved quandaries in dissemination and knowledge use are how useable educational knowledge is; how it influences policy; and how contexts for dissemination and use affect the likelihood of success. Implications for dissemination practice and policy are identified. (Contains 67 references.) (YLB)

ED 461 769 CE 082 921

Harkins, Arthur M.
The Future of Career and Technical Education in a Continuous Innovation Society.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 40p.; Paper prepared for the National Career and Technical Teacher Education Institute (Scottsdale, AZ, February 6-9, 2002.)
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Competency Based Education; *Computer Managed Instruction; Experiential Learning; Futures (of Society); Human Capital; Informal Education; *Innovation; *Labor Force Development; Lifelong Learning; Performance; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Career and Technical Education; *Continuous Improvement; Distributed Cognition; High Performance Work Organizations; Knowledge Management; Knowledge Utilization; Learning Organizations

Career and technical education (CTE) is the appropriate and preferred channel for leading a software-supported experiential mission shift to prepare, support, and evolve flexible, information-producing, high-performance knowledge workers for a continuous innovation society. Knowledge management attempts to capture human knowledge in the form of units or objects that can be networked to other people or to software/machines. Five learning approaches share this common purpose: human capital development and application. Heuristic scenarios of work forces using these learning approaches and their supporting technologies convey a profound shift away from learning and performance as ends in themselves, in favor of continuous innovation as a process of working, living, and learning. Deconstruction of repetitious tasks frees human and other resources for continuous innovation. Information-based skill-concentrated distributed competence (DC) software is at the same time a direct threat to all repetitive human functions at work, in learning, or in community and the most hopeful and compatible equalizer for the ignorant, unskilled, slow, blind-sided, and unimaginative. Performance-based learning can effectively create learning in the context of tasks supported by DC software. CTE, with its technical focus and performance innovation outcomes mandates, is ideally positioned to lead the rest of education into new leadership and prominence. (Contains counselor certification requirements; however, a strong advocacy program seemed to be a better solution. This document explains how a task force made up of the Missouri DESE, counselor educators, and officers of the Missouri School Counselor Association drafted an advocacy plan. The tasks facing this committee were: (1) what audiences should be addressed; (2) how to approach each of these audiences; (3) who would be responsible; and (4) what the time line would be. A copy of this plan is appended. (JDM)

ED 461 791   CG 031 539

Bowers, Judy
Using Technology To Support Comprehensive Guidance Program Operations: A Variety of Strategies.
PUB DATE- 02
NOTE- 8p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; *Computer Mediated Communication; Computers; Counselor Training; Educational Technology; Elementary Secondary Education; Guidance; Guidance Objectives; *Internet; *School Counseling; School Districts; School Guidance
IDENTIFIERS- Tucson Public Schools AZ

The Tucson Unified School District made a goal for 2000-2001 for all counselors to have their own computer at school. This article looks at how these computers are used to enhance the counselors' jobs. At the district level, the staff communicates with counselors through e-mail. Meeting reminders, general information, and upcoming events are quickly updated. Counselors are able to obtain lesson plans, books, and other resources from the Internet and from associations such as the American School Counselor Association. Counselors also directly use computers with their students. Career and college software programs are used with both middle and high school students. Corresponding with neighboring or national districts is possible via the Internet. Support for the program is provided through the district home page. This information is used to evaluate student performance and to suggest solutions for raising achievement. Future plans include updating the guidance and counseling home page to provide direct links to resources, and arranging for free instructions for counselors in computer and Internet use. (JDM)

ED 461 792   CG 031 540

Evans, Bruce; Ward, Scott
Solving the "Time and Information" Dilemma through Technology: Electronic Student Registration and Data Systems.
PUB DATE- 02
NOTE- 17p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; *Computer Mediated Communication; Counselor Role; Guidance; Guidance Objectives;

of psychometrics as they used them in scale construction. Evaluation of the project focuses on practical course administration issues and cross cultural considerations. (Author/SLD)

ED 461 814 CG 031 577

Arthur, Nancy

Preparing Globally Minded Students and Employees. NATCON Papers, 2000.

PUB DATE- 00

NOTE- 11p.; Paper presented at the Annual National Consultation on Career Development (26th, Ottawa, Ontario, January 24-26, 2000).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Career Counseling; *Career Development; Cross Cultural Studies; Economic Change; Foreign Countries; *Global Approach; Job Training; Organizational Objectives; Technological Advancement

IDENTIFIERS- Canada

The changing world of work requires an evaluation of the ways of thinking about career development and the ways of preparing people for future roles. Canada's participation in a global economy is a reality that must be recognized and translated into career-planning strategies. There are three major global trends that career practitioners must be aware of: the increasingly technological world, the increasingly borderless world, and the increasingly polarized world. Competencies that workers need in order to be successful in the global marketplace are discussed as well as the barriers to their success. In order for career practitioners and workers to be globally minded, they need the following: access to information about the impact of global trends; assistance in seeing themselves as global workers; opportunities for international travel and study; knowledge about cross-cultural competencies; and role models. Both individual and organizational efforts are needed to prepare students and employees for future work roles. (Author/JDM)

ED 461 815 CG 031 578

Harun, Lily Mastura

Attitudes toward Counselling Practicum: An Implication for the Caring Attitude of Future Counsellors in Malaysia.

PUB DATE- 02

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Attitude Change; College Students; *Counselor Attitudes; *Counselor Training; Foreign Countries; Higher Education; Negative Attitudes; *Practicums

IDENTIFIERS- Malaysia

This action research was conducted during the counseling practicum for trainees from the Bachelor of Education (Guidance and Counseling) program from one of the local universities in Malaysia. There was a great concern about the attitudes of counseling practicum trainees. The assessment of their attitudes shows some levels of positiveness, but it cannot be denied that there are trainees with negative attitudes while

LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Environment; *Classroom Techniques; Elementary Education; Learning Activities; *Lesson Plans; Middle Schools; *Poetry
IDENTIFIERS- Poetic Forms; Student Engagement

How can poetry be taught in a way that will capture students' imaginations and inspire them to enjoy poetry's rhythms and rhymes? This book presents a fresh approach that will stir young learners' creative spirits and bring an unusual level of personal engagement to the classroom experience. The book contains a myriad of teaching ideas that can be adapted to different levels of ability and interest. It is designed to be a comprehensive resource that combines background information about teaching poetry and a variety of learning activities to help create a classroom that invites positive experiences with poetry and encourages students not only to learn more about poetry, but also to appreciate it. Each chapter contains ideas suitable for engaging K-8 students with poetry in exciting ways. The activities described throughout the book are presented in an appendix of 22 reproducible lesson plans, which outline expected outcomes, step-by-step directions, and assessment possibilities. Many full-length poems, songs, and useful parts of poems are reproduced in the book so that teachers may try the suggested activities and lessons immediately. A list of additional resources for using poetry in the classroom is also included. (Contains approximately 350 references.) (NKA)

ED 461 835 CS 014 610

Kambarian, Virgil N., Jr.
The Role of Reading Instruction and the Effect of a Reading Management System on At-Risk Students.
PUB DATE- 01
NOTE- 110p.; Doctor of Education Project, Saint Louis University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary Education; *High Risk Students; *Instructional Effectiveness; Longitudinal Studies; *Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research
IDENTIFIERS- *Accelerated Reader Program

The purpose of this investigation was to examine the effect of a reading management system, Accelerated Reader, on the norm referenced scores of selected second- through sixth-grade at-risk and not at-risk students over a three-year period of time. This was to determine if there was any significant change in the scores between students who utilized Accelerated Reader, in addition to the basal reading program, and those who did not, on their norm curve equivalent reading, norm curve equivalent total change, reading scale, and total scale scores on the CTBS Terra Nova test. The population involved in the study included 141 students over a period of three years at two Title I suburban schools. These students were disaggregated into stratified groups (at-risk and not at-risk) of three cohorts of students who had taken the CTBS Terra Nova test for three consecutive years at the experimental and control Title I schools. The at-risk group at the control school (Beta) consisted of 31 students. The at-risk group at the experimental

Creating Effective Literature Assignments: Principles, Theory, and Oodles of Examples.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Classroom Techniques; Elementary Secondary Education; Instructional Effectiveness; *Literature; *Teacher Role
IDENTIFIERS- Assignment Models; Ideas

This paper outlines the following seven characteristics of effective literature assignments: Simplicity; Relevance; Workability; Capitalizing on Student Interest and Background; Providing Explanations and Modeling; Incorporating Collaboration; and Presenting to Students Meaningful Work. Each characteristic listed in the paper contains a brief overview and description. (NKA)

ED 461 856 CS 217 805

Wolff, Janice M., Ed.
Professing in the Contact Zone: Bringing Theory and Practice Together.
PUB DATE- 02
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Classroom Communication; English Curriculum; *English Instruction; Higher Education; Multicultural Education; Personal Narratives; Teacher Education; *Theory Practice Relationship; *Writing Instruction; *Writing Laboratories
IDENTIFIERS- Contact Literature; Contact Narratives; Contact Zones

This collection of essays brings together Mary Louise Pratt's original essay, the 10-year-old "Professing in the Contact Zone," with 14 responses that interpret, extend, and challenge Pratt's work. The essays examine how contact zone dynamics play out in various pedagogical spaces. Following an introduction by the editor, essays in Section I, Spaces, are: (1) "First Contact: Composition Students' Close Encounters with College Culture" (Paul Jude Beauvais); (2) "Multiculturalism, Contact Zones, and the Organization of English Studies" (Patricia Bizzell); (3) "Contact Zones: Composition's Content in the University" (Katherine K. Gottschalk); (4) "Frontiers of the Contact Zone" (Thomas Phillion); (5) "Safe Houses and Sacrifices: Filling the Rooms with Precious Riches" (Daphne Key). Essays in Section II, Clashes and Conflicts, are: (6) "Fault Lines in the Contact Zone" (Richard E. Miller); (7) "Reconstitution and Race in the Contact Zone" (Robert D. Murray); (8) "'Can't We All Just Get Along?' When a College Community Resists the Contact Zone" (Diane Penrod); (9) "Contact, Colonization, and Classrooms: Language Issues via Cisneros's 'Woman Hollering Creek' and Villanueva's 'Bootstraps'" (Mary R. Harmon). Essays in Section III, Community, are: (10) "Teaching in the Contact Zone: Multiple Literacies/Deep Portfolio" (Cynthia Lewiecki-Wilson); (11)

students in a middle class community, located in a suburb of Chicago, Illinois. The problems of written expression and students' motivation to produce quality written assignments have become a national concern given mandated testing, benchmarks, and standards. Analysis of probable cause data revealed that not only do students view writing as a difficult task, but societal trends toward new forms of communication, de-emphasis of the skill of communicating through written language, the amount of time spent practicing writing skills in isolation, and emphasis placed on editing and revision processes, all contribute to writing problems. Teachers at the targeted school reported varying amounts of time spent on writing as well as varied methods for teaching writing. The principal expressed a concern over the lack of scope and sequence in the current writing program adopted at the targeted school. These concerns were addressed using a writer's workshop format, mini-lessons, modeled writing, and limited editing and revisions. Writing samples were collected throughout the research project to assess student growth. Findings suggest that the Action Plan implemented was successful in increasing writing fluency. On four dimensions of writing fluency, both first and second grade students not only increased the amount of words written, but also elaborated on the content itself. Given this increase, students also constructed more mature wording; therefore, their writing sequence also increased. This was due to the many positive writing experiences in which students participated. Results show that students also expressed increased enjoyment when writing. (Contains 12 references and 6 tables of data. Appendixes contain student and teacher writing survey instruments and three story starters.) (Author/RS)

ED 461 877   CS 217 828

Wheeler, Rebecca S.; Swords, Rachel
"My Goldfish Name Is Scaley" Is What We Say at Home: Code-Switching--A Potent Tool for Reducing the Achievement Gap in Linguistically Diverse Classrooms.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Applied Linguistics; Classroom Communication; Classroom Research; *Code Switching (Language); *Diversity (Student); Ethnography; Grade 3; Inner City; *Language Patterns; Primary Education; *Standard Spoken Usage; Teacher Researchers
IDENTIFIERS- Virginia

Correctionist models of error, problem, and omission presume that Standard English (SE) is the sole language variety of America. America's classrooms, however, are neither culturally nor linguistically monolithic. Instead, they are diverse, and current teaching metaphors do not reflect the linguistic and cultural realities of the classrooms. This paper offers a path through which the linguistic and cultural diversity of American classrooms may be affirmed, all the while assuring that children learn to command Standard English, a key tool required for full participation in the broader society. The paper tracks the story of Rachel's (the second author) journey as a third grade language arts teacher, showing how she moved from a communicators. In January 1983 the STC (Scientific and Technical Communication) Board authorized the Committee on Certification to survey the opinions of employers of technical communicators. In 1985, the certification questionnaire was sent to all 7300 members. In 2001, 40 undergraduate and graduate STC students responded to two of the survey questions. In the 1985 study, 1250 responses were analyzed, while 40 questionnaires were analyzed for the STC students. Survey results indicate that STC students should administer certificate programs in scientific and technical communication. In fact, 83% of the respondents agreed with this, and 95% said they would apply for the program. Over 75% of technical communication students believe they should receive certification by completing a BS in technical communication, and 63% believe that tests should be developed in different communication areas. Sample questionnaire is attached. (NKA)

ED 461 896 CS 510 742

Ikuta, Takashi; Gotoh, Yasushi
A Study of Children's Preconceptions to Communication Media.
PUB DATE- 01
NOTE- 14p.; Paper presented at the Annual Conference of the British Educational Research Association (Leeds, England, September 13-15, 2001). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childhood Attitudes; *Computer Mediated Communication; Elementary Education; Foreign Countries; Junior High Schools; *Mass Media Role; Media Research; *Media Selection
IDENTIFIERS- Japan; New Media; *Preconceptions

This paper outlines Japanese children's preconceptions to communication media. In a study, the function of media was divided into two categories--one is an "informational receiving" function and the other is an "informational sending" function. Preconception (consciousness about degree of liking and level of difficulty) of media was investigated in Japanese students. The receiving media activities are as follows: reading books, listening to people, watching TV or videos, and using computers and the Internet. Findings suggest the following three conclusions as a result of researching 649 elementary and junior high school students: (1) traditional media, writing and reading, in regards to both sending and receiving functions, are liked and are not difficult, but new media, the Internet or computers, are not liked for sending or receiving by students and are difficult; (2) school children with experience in using the Internet like the Internet and computing and do not find them difficult; and (3) in regards to both sending and receiving, students who like a particular type of media do not find it difficult. (Includes 11 tables and 3 figures. Contains 13 references.) (NKA)

ED 461 897 CS 510 743

Nimocks, Mittie J.; Bromley, Patricia L.; Parsons, Theron E.; Enright, Corinne S.; Gates, Elizabeth A.
The Effect of Covert Modeling on Communication Apprehension, Communication Confidence, and Performance.
PUB DATE- 01
NOTE- 22p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4,

Four Years Into Scale-Up.
SPONS. AGENCY- New American Schools Development Corp.
PUB DATE- 01
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; Longitudinal Studies; Program Implementation
IDENTIFIERS- New American Schools

New American Schools (NAS) initiated whole-school reform in 1991 as a response to school reforms that had produced little change in the nation's test scores. Its mission is to help schools and districts raise student achievement using whole-school designs. NAS is in the scale-up phase of its effort in which designs are being diffused in partnering jurisdictions across the nation. The analysis sample for this study consists of 71 schools. Despite the small sample size, findings show a robust trend. Design implementation increased and deepened over the first 4 years after schools adopted designs. Downturn in implementation was found, however, between the 4th and 5th years. Findings indicate that factors need to be aligned for effective implementation, including strong principal leadership, teachers who support the designs and have a strong sense of teacher efficacy, district leadership and support, clear communication and provision of materials, and design team staff support. Without strong implementation, the promise of these designs to help schools improve is unlikely to be met. Three appendices contain core components of the designs, NAS school sample characteristics, and a table of standard deviations for the core implementation index and its components. (Contains 109 references.) (RT)

ED 461 917 EA 031 509

Gill, Brian P.; Timpane, P. Michael; Ross, Karen E.; Brewer, Dominic J.
Rhetoric Versus Reality: What We Know and What We Need To Know about Vouchers and Charter Schools.
SPONS. AGENCY- George Gund Foundation, Cleveland, OH.; Spencer Foundation, Chicago, IL.; Annie E. Casey Foundation, Baltimore, MD.; Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Charter Schools; Educational Policy; *Educational Vouchers; Elementary Secondary Education; *Nontraditional Education
IDENTIFIERS- *Reform Efforts

Two proposals for education reform are school vouchers and charter schools, both of which have raised controversy with regard to their effectiveness and efficiency. At the present time, there is insufficient evidence to provide a crisp, clear bottom-line judgment of the wisdom of voucher and charter programs. This book identifies and articulates the range of empirical questions that ought to be answered to assess the wisdom of policies promoting vouchers or charter schools. It examines the existing empirical evidence on these questions, providing a broad assessment of what is currently known about the effects of vouchers and charters in terms of academic achievement. Important unresolved empirical questions are differences among districts. Children in large cities where poverty is concentrated are hurt most by the lack of educational equity. This paper reviews the reasons why New York State's method of funding public schools needs to be changed. It reviews the three major lawsuits currently in New York State courts and past litigation in the state. Options for reform are analyzed. Suggestions can be grouped into four major policy categories: (1) Redistribution of the responsibility for school funding between state and local school districts; (2) realignment of tax sources or use of new combinations of taxes for the support of public schools; (3) improvements in the educational process; and (4) governance reform within school systems. A model is offered that weaves together some of these options into one plan that might achieve the major goals of reform. Appendices contain a discussion of the experience with school-finance reform in five other states and a chart of school-finance litigation. (RT)

ED 461 937 EA 031 532

Comprehensive Annual Report on Texas Public Schools, 2001. A Report to the 77th Texas Legislature from the Texas Education Agency.
PUB DATE- 01
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Charter Schools; *Educational Assessment; Elementary Secondary Education; Government Publications; *Public Schools
IDENTIFIERS- *Texas

This report contains 14 chapters on the following topics, as required by Texas Education Code 39.182 and 39.185: (1) State performance on the academic excellence indicators; (2) student performance on state assessments and correlation of course grades with state assessments; (3) students in alternative education settings; (4) performance of students at risk of dropping out of school; (5) student dropouts; (6) grade-level retention of students; (7) district and campus performance in meeting state accountability standards; (8) status of the curriculum; (9) waivers and deregulation; (10) administrative cost ratios of school districts; (11) district reporting requirements; (12) funds and expenditures of the Texas Education Agency; (13) comparison of open-enrollment charter schools and school districts on the academic excellence indicators, accountability measures, and student performance; and (14) character education programs. Highlights include rising scores on the Texas Assessment of Academic Skills (TAAS) tests, declining dropout rates, significant student advances in mathematics, and improvement on the reading TAAS assessment. In the 1999-2000 school year, 171,511 students were retained in grade. As of July 2001, the State Board of Education had awarded 223 open-enrollment charters, and 181 were in operation. In 2000-01, 55.7 percent of charter-school students participating in the English-version TAAS passed all tests taken. Statewide, 93.1 percent of the class of 2001 passed the exit-level TAAS. (Author/RT)

ED 461 938 EA 031 533

Cheng, Yin Cheong
Educational Reforms in the Asia-Pacific Region: Trends,

policy literature and creating a framework for evaluating the scientific evidence concerning the effects and features of educational interventions for young children with autism. This book is organized according to relationships among issues that, the committee believes, represent the key areas pertaining to educational interventions for young children with autism. Part 1 addresses the general issue of goals for children with autism and their families. Part 2 presents characteristics of effective interventions and educational programs. Chapters 5 through 10 discuss fundamental areas of development and behavior that must be addressed by such programs: communication; social, cognitive, sensory, and motor development; and adaptive and problem behaviors. Chapter 11 analyzes the characteristics of representative instructional strategies, and Chapter 12 analyzes the features of ten model comprehensive programs and approaches to intervention. Part 3 examines the policy and research contexts within which interventions are developed, implemented, and assessed. The final chapter summarizes the committee's findings, presents conclusions, and offers recommendations for choosing educational content and strategies, introducing interaction with other children, and other key topics. (References are provided for each chapter.) (CR)

ED 461 957   EC 308 804

Taymans, Juliana M.; West, Lynda L.
Selecting a College for Students with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest number E620.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attention Deficit Disorders; Civil Rights; College Bound Students; *College Choice; *College Planning; College Preparation; Decision Making; High Schools; Higher Education; Hyperactivity; Individualized Transition Plans; *Learning Disabilities; *Selection Tools; *Student Rights; Transitional Programs

This digest discusses how secondary students with learning disabilities or attention deficit hyperactivity disorder can investigate postsecondary programs and find the right college to meet their needs. It begins by exploring when students should begin their college planning and the role of transition plans in determining student goals and vision for life as an adult. Students should understand their own learning needs to identify the accommodations they will require in postsecondary programs. The legal rights of students with disabilities after high school are outlined, as well as areas students should evaluate in determining the desirability of a college. The final section presents strategies for becoming informed about college programs, including: (1) participate in orientation programs to become familiar with campus life and ask questions about classes, faculty, resources, and services; (2) don't procrastinate about gathering information about courses and professors; (3) talk to other students about classes and professors; (4) audit classes to determine whether the class is right; (5) check the Internet for information about colleges and universities; and (6) meet the professor to ask questions proven effective in teaching mathematics concepts and skills to students with learning disabilities. This fourth edition, consistent with the standards developed by the National Council of Teachers of Mathematics, 2000, continues to emphasize problem solving, number sense, student decision making, and ways of effectively incorporating technology in mathematics instruction from calculators and computer spreadsheets to the use of selected Web sites and computer software. For each major topic addressed, the book summarizes standard approaches and points out particular problems that students with learning disabilities may encounter with a given mathematical concept or application. Sample instructional alternatives are detailed. Individual chapters address the following topics: (1) planning instruction for special needs; (2) problem-centered teaching and learning; (3) mathematics, computers and students with learning disabilities; (4) life skills such as money and time; (5) developing number sense such as number and place value; (6) concepts and computation of whole numbers; (7) rational numbers such as early concept work with fractions and decimals; (8) extending understanding and application of fractions and decimals; (9) the four operations and learning and using the basic facts; and (10) hard-to-learn upper-grade topics. An appendix lists software sources. (Contains 17 references.) (DB)

ED 461 976 EC 308 827

Bender, Michael; Valletutti, Peter J.; Baglin, Carol Ann
A Functional Curriculum for Teaching Students with Disabilities. Volume IV: Interpersonal, Competitive Job-Finding, and Leisure-Time Skills.
PUB DATE- 98
NOTE- 254p.; For volumes I-III, see ED 399 745-747.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Daily Living Skills; *Disabilities; Elementary Secondary Education; *Interpersonal Competence; *Job Search Methods; *Learning Activities; *Leisure Education; Preschool Education

This book is one in a series of four volumes presenting a functional curriculum for students with disabilities, and addresses the three areas of interpersonal competence, competitive job-finding, and leisure-time skills. The curriculum, although meant primarily for teachers functioning within a special setting, can also assist collaborative teams of professionals working to meet the needs of individual students in a variety of settings. Introductory material includes a list of 17 general goals of these curriculum areas and a discussion of the functional approach to curriculum and instructional design. Each of the three units includes a statement of the general goals of the unit, sample lesson plans, suggested readings, and a list of selected materials and resources. Suggested activities and family or teacher interventions are presented for each specific learning objective and are broken down by age level including infant and toddler/preschool level, primary level, intermediate level, and secondary level. A list of selected materials and resources is provided for each unit. (Individual chapters contain references.) (DB)

ED 461 977 EC 308 828

school; expectations for education; overcoming cultural barriers in education; parent involvement; and equitable education. The discussions address the fact that immigrant girls face the daily challenge of living in a new culture, and they may feel torn between their parents' culture and the mainstream culture. While immigrant girls tend to do better than immigrant boys, they face additional, gender-based obstacles. The second article, "Mentors Confirm and Enhance Girls' Lives" (Barbara Warren-Sams), discusses mentoring issues for girls, particularly girls of color and immigrant girls, explaining that the most effective programs are those that consider participants' needs beyond those shared by their gender. It notes the importance of considering the process of adjustment to a new culture and facilitating family involvement. The third article, "From Vietnam to the U.S." (Linda Pollack Shevitz and Susan Morris Shaffer), presents a contemporary view of U.S. history, offering stories reflecting the personal experiences of Vietnamese girls and women who immigrated in the 1970s and 1980s. (SM)

ED 461 996 FL 027 142

Biava, Christina
Constructing a Post-Communist Identity in English: "A Small Lane between Optimism and Pessimism."
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communism; *English (Second Language); Feminism; Foreign Countries; Minority Groups; Nationalism; Political Influences
IDENTIFIERS- Europe (East); Globalization; *Hungary; *Identity Formation

This paper explores the concept of post-Communist identity, particularly in the countries that make up what was formerly referred to as the Eastern Bloc. It examines previous work in the field about the development of minority identity through language and provides a historical background about Eastern Europe and Hungary. It describes some of the options for identity formation in post-Communist Eastern Europe and illustrates these options using examples from Hungarian college students' writings and class discussions (the return to nationalism, the realignment with the West, and becoming citizens of the global village). The paper suggests using the notion of minority identity to view a post-Communist society. It concludes that Hungarians are very aware of their need to construct new identities vis-a-vis their relationships to their own history, to both the east and the west, and to the global village. They are also aware of the role that language (both their own language and foreign languages such as English) plays in that identity construction. (SM)

ED 461 997 FL 027 143

Tannen, Deborah
Deborah Tannen: He Said, She Said--Gender, Language, & Communication and Deborah Tannen: In Depth. Part 2. Videotapes and Teaching Guide .

Mainstreaming; Second Language Instruction; Second Language Learning; Spanish; State Legislation; Student Evaluation
IDENTIFIERS- Arizona; California; Texas

The first article, "The Cost of English Acquisition Programs: Arizona Department of Education English Acquisition Cost Study" contains excerpts from a study (Phases 1 and 4) conducted for the Arizona Department of Education on the costs of various English-acquisition programs. Six successful but varied English-acquisition programs for immigrant children are highlighted. A more in-depth analysis of a seventh program (Nogales Unified School District) confirms the effectiveness of English-immersion teaching in a community where 90 percent of the population speaks Spanish. The publication also includes the following: "Testing English Language Learners for School Accountability: A Report Prepared for San Francisco Unified School District et al. v. State Board of Education et al." (Susan E. Phillips); "All That Glitters Is Not Gold: The Limits of the Department of Education's English Learner Achievement Data" (Christine H. Rossell); "Seven Successful Bilingual Schools in Texas" (John R. Correiro); and "Meeting the Needs of Students with Limited English Proficiency: A Critique of GAO's Report" (Jim Littlejohn). (Papers contain references.) (SM)

ED 462 017 FL 027 167

Instructional Strategies for Second Language Teachers: Exit Exam, 2001.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; Academic Standards; Graduation; Graduation Requirements; High Schools; *Language Skills; Language Teachers; Minimum Competencies; *Second Language Instruction; Second Language Learning; *State Standards; *Student Evaluation
IDENTIFIERS- *Exit Examinations; *North Carolina

This document is intended to help foreign language teachers prepare students for the exit exam of essential skills required by the Student Accountability Standards enacted by the North Carolina State Board of Education. The North Carolina High School Exit Exam (NCHSEE) focuses on skills across all disciplines K-12 rather than content areas. This document contains a matrix that indicates the course goals and objectives that directly and explicitly support the competencies of the NCHSEE in each discipline area. The document is divided into three sections based on the types of items students will encounter on the NCHSEE, offering strategies related to the following: (1) scenarios (e.g., incorporating authentic tasks, becoming familiar with text structures, including sources of information, retelling, including think-alouds, marking text, role playing, and drawing inferences); (2) listening (becoming familiar with text structures, notetaking, and using graphic organizers); and (3) embedded error (e.g., setting clear expectations, self-assessing, peer assessing and proofreading, and teaching mini-lessons). The document also examines exit exam domains and competencies (communication, processing information, problem solving, and using numbers), and it offers sample lessons, activities, and scenarios addressing the Second Language Standard Course of Study and the NCHSEE. (SM) effect on enrollment at the University of the District of Columbia in its first year of operation. Overall, participating institutions report few problems with TAG participation. Five appendixes contain notes on the study scope and methodology, a list of participating colleges and universities, comments from the Mayor of the District of Columbia and the University of the District of Columbia, and a list of GAO contacts and staff. (SLD)

ED 462 038 HE 034 651

Butcher, James L.
Involvement and Persistence: Nontraditional Student Perceptions of the Student-College Relationship.
PUB DATE- 97
NOTE- 128p.; Doctor of Education Dissertation, West Virginia University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Persistence; Adult Students; *College Students; Higher Education; *Nontraditional Education; *Participation; Student Attitudes; *Student School Relationship

This study was based on the premise that college students who perceive themselves to matter to their institutions will be more involved and inclined to persist in their educational experiences than those who perceive themselves to be marginalized. The study pursued the question of possible relationships among student perceptions of mattering, involvement, and persistence with emphasis on nontraditional student issues. A questionnaire, the Mattering Scales for Adult Students in Postsecondary Education, with additional sections to measure perceptions of involvement and persistence, was administered to samples of traditional and nontraditional students at a commuter-oriented coeducational institution of 6,500 students that offers associate and bachelor's level degree programs. Relationships were determined among the mattering, involvement, and persistence perceptions of the 67 nontraditional (aged 23 and older) and 222 traditional students who comprised the sample. The perceptions of the institutional environment held by nontraditional and traditional students were unexpectedly similar. With some exceptions, student perceptions of mattering in relation to the institution were independent of their perceived levels of involvement and persistence. As the results of the study were inconclusive, recommendations are qualified by the need for more extensive testing of the mattering construct. (Contains 24 tables and 48 references.) (Author/SLD)

ED 462 039 HE 034 652

Guerriero, Sam J.; Ramanathan, Hema
One Course, Two Sites: Concerns and Considerations.
PUB DATE- 02
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Colleges; *Delivery Systems; High Schools; Higher Education; *Partnerships in Education; *Program Development; *Teacher Education

Setting up a partnership site in a university-school partnership is challenging to the institution of higher education and the

"Learning To Connect: Spirituality and Leadership" (Kathleen E. Allen and Gar Kellom); (11) "The College Campus as a Web of Sociality" (Gil Stafford); (12) "Spirituality in Student Affairs: A Practitioners Perspective" (Margaret A. Jablonski); and (13) "Unpacking the Knapsack Is Not a Picnic" (Katja Hahn Errico). Part 3, Integrating Spirituality into Learning and Life on Campus, contains: (14) "Innate Mental Health: Tapping the Divine Gift for Learning and Well-Being" (Joel Grossman); (15) "Creating a Learning Community and the Core Values of Spirituality" (Fan Yihong); (16) "Approaches to Conflict from Spiritual and Religious Perspectives: Lessons for Student Affairs" (Patricia E. Martin); (17) "Civility and Spirituality" (Jane Fried); (18) "Higher Education and Eco-Justice" (Alberto Arenas); and (19) "Transforming Campus Life: Conclusions and Other Questions" (Vachel W. Miller). Each chapter contains endnotes. (SLD)

ED 462 059 HE 034 687

Strange, C. Carney; Banning, James H.
Education by Design: Creating Campus Learning Environments That Work. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 01
NOTE- 251p.; Consulting Editor, Ursula Delworth.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Community Development; Computer Mediated Communication; Educational Environment; *Educational Facilities Design; *Higher Education; Inclusive Schools; Interaction; Models; Organizational Development

This book provides a comprehensive model for creating student-friendly and learning-supportive campus environments, examining how the principles of effective person-environment interactions work through physical, aggregate, organizational, and socially-constructed environmental components. The chapters of Part 1, Types and Impacts of Campus Environments, are: (1) Physical Environments: The role of Design and Space; (2) Aggregate Environments: The Impact of Human Characteristics; (3) Organizational Environments: How Institutional Goals Are Achieved; and (4) Constructed Environments: Different Views through Different Eyes. Part 2, Creating Environments That Foster Educational Success, contains: (5) Promoting Safety and Inclusion; (6) Encouraging Participation and Involvement; (7) Building a Community of Learners; (8) Considering Computer-Mediated Environments; and (9) Designing for Education: Campus Assessment and Action. (Contains 14 exhibits, 4 figures, and 301 references.) (SLD)

ED 462 060 HE 034 688

Donald, Janet Gail
Learning To Think: Disciplinary Perspectives. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 02
NOTE- 330p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

Planning for Library Services to People with Disabilities. ASCLA Changing Horizons Series.
SPONS. AGENCY- Institute of Museum and Library Services, Washington, DC.; Massachusetts State Board of Library Commissioners, Boston.
PUB DATE- 01
NOTE- 114p.; Funded by the Library Services and Technology Act.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Information; Bibliographies; *Disabilities; Interpersonal Communication; *Library Planning; *Library Services; Resource Materials; *User Needs (Information); Users (Information)
IDENTIFIERS- Americans with Disabilities Act 1990

This book presents a planning process to ensure that libraries consider all of the issues necessary to comply with the Americans with Disabilities Act, designed to work in conjunction with an already existing library plan. Libraries that complete this process will: ensure that all parts of the larger plan are inclusive; develop objectives and activities of special interest to people with disabilities; guarantee that library services are available on an equal basis to all members of the community; attract people with disabilities to use the library; and position the library as an information access point for people with disabilities, their relatives, and their service providers. The ten points of the plan are: (1) gather information; (2) convene a planning committee; (3) identify issues; (4) analyze the library's current plan; (5) draft goals and objectives; (6) determine available resources; (7) finalize goals and objectives; (8) draft the plan; (9) finalize the plan; and (10) evaluate the plan. Appendices include: bibliographies on planning and on serving library patrons with disabilities; a directory of state offices on disabilities; Internet resources for disability information; federal disability data resources; disabilities statistics and terminology; guidelines on language about disabilities; and tip sheets for communicating with people with disabilities. (Contains 14 references.) (MES)

ED 462 078 IR 058 405

Colorado State Library Annual Report, 2000/2001.
PUB DATE- 01
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Budgets; Elementary Secondary Education; Library Development; *Library Services; School Libraries; *State Libraries; World Wide Web
IDENTIFIERS- *Colorado State Library; Web Sites

This annual report highlights the activities of the Colorado State Library for 2000-2001 in the following areas: the Library Research Service; library development; school libraries and media centers; conservation/environmental education; networking and resource sharing; World Wide Web support; institutional library service; the Colorado Talking Book Library; the state publications library; and community programs. Related Web sites are listed. A fiscal year 2000-2001 state library budget

Townsend, Barbara K.
Transfer Where You Least Expect It: The Transfer of "Terminal" Applied Associate Degree Students. ASHE Annual Meeting Paper.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (26th, Richmond, VA, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Associate Degrees; *College Transfer Students; *Community Colleges; Comparative Analysis; *Degrees (Academic); Grade Point Average; Higher Education; *Student Educational Objectives
IDENTIFIERS- *University of Missouri Columbia

This study focused on the transfer and academic performance of applied associate degree recipients in Missouri. The author collected data on two-year college graduates who transferred to a Missouri public four-year college between fall 1996 and summer 1997 and graduated by spring 2000. The study sought to determine if there were any statistically significant differences in the baccalaureate degree completion rate and baccalaureate degree exit grade point average (GPA) of those who received the associate of arts (AA) degree and those who received the associate of science (AS) or the associate of applied science (AAS). The authors found that, in 1995-1996, more than 6,100 people received an associate degree from a Missouri public two-year college, with more than 51% receiving an AA degree and almost 49% receiving other types of degrees. Almost 26% of the associate degree holders transferred during the next academic year--83% of those who transferred had an AA and more than 17% had an AS or AAS degree. The authors found a statistically significant difference in baccalaureate degree completion rate between the two groups: those with an AA were more likely to complete the bachelor's than those with an AS or AAS. Almost 63% (822) of the AA students graduated, compared with 54% (150) of the AS/AAS students. However, no significant difference was found in GPA. (Contains 19 references.) (EMH)

ED 462 098 JC 020 164

Tribal Colleges: An Introduction.
PUB DATE- 99
NOTE- 31p.; "A product of the Tribal College Research and Database Initiative, a collaborative effort between the American Indian Higher Education Consortium and the American Indian College Fund."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Persistence; *American Indian History; American Indian Reservations; *American Indians; *Community Colleges; *Cultural Education; Dropout Rate; Enrollment Influences; *Financial Support; School Funds; *Tribally Controlled Education; Two Year Colleges

Tribal Colleges were created over the last 30 years in response to the higher education needs of American Indians, and to serve geographically isolated populations that have no other means of accessing education beyond the high school level. Tribal colleges combine personal attention with cultural relevance in order to encourage American Indians to overcome barriers to higher education. The reservations on which most tribal

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Computers; *Course Evaluation; *Distance Education; *Educational Technology; Interactive Television; Nontraditional Education; Participant Satisfaction; *Student Attitudes; *Student Evaluation of Teacher Performance; Technological Advancement; Telecourses; Two Year Colleges
IDENTIFIERS- *Florida COmmunity College System

An increasing number of community colleges are exploring the use of telecommunications and other emerging technologies as instructional media. Distance learning has emerged as the educational modality that combines the need for quality educational programs with the demand by students for flexibility and access. The Florida community colleges have kept pace with the national distance learning trends. This study focused on 3 Florida community colleges offering interactive telecommunications (ITV) courses during summer 1998. The purpose of this pilot project was to examine the effect of distance learning on community college student satisfaction with courses and instructors. The study compared on-site and remote-site student ratings of instructors in ITV courses by using the Telecourse Evaluation Questionnaire (TEQ), an instrument developed to assess student satisfaction with a variety of specific demonstrations of ITV. The paper stresses that instructor rating correlates highly with course satisfaction, indicating that for students the two variables are interdependent. The study found that on-site students rated the instructor slightly higher (0.19) than did the remote-site students. On-site students also rated their course experience higher. Further analysis indicated a high correlation coefficient (r=0.798) between course satisfaction and satisfaction with the instructor. (Contains 15 references.) (NB)

ED 462 119 JC 020 188

Lundell, Dana Britt, Ed.; Higbee, Jeanne L., Ed.
Proceedings of the Intentional Meeting on Future Directions in Developmental Education (1st, Minneapolis, Minnesota, October 5-6, 1999).
SPONS. AGENCY- Minnesota Univ., Minneapolis. General Coll.
PUB DATE- 00
NOTE- 73p.; For full text: http://www.gen.unm.edu/research/crdeul.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Development; Adult Learning; Basic Writing; *Developmental Psychology; *Developmental Studies Programs; Higher Education; *Learning Theories; Literacy; *Remedial Instruction; Teacher Role; *Transformative Learning

This collection of essays is intended to spark thoughtful discussion about future directions for developmental education. The essays grew out of a conversation among 21 local, regional, and national leaders in the field of developmental education at the "First Intentional Meeting on Future Directions in Developmental Education," held in October, 1999, in Minneapolis, Minnesota. Participants submitted written comments regarding current issues. These comments were used to shape the meeting's 16 session themes. Those themes, presented in this paper, are: (1) "Historical Perspectives"; (2) "Defining Developmental Education as a Profession"; (3) "Theoretical Frameworks that Span the Disciplines"; (4) "Research in Developmental Education"; (5) "Pedagogical Issues and New Directions"; (6) "Innovation and Expansion in the Breadth of

Safety; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; *Indicators; *North Dakota; Project Head Start

This KIDS COUNT fact book details statewide and county trends in the well-being of North Dakota's children. The statistical portrait is based on indicators of children's well-being in seven areas: (1) population; (2) family composition; (3) economic condition; (4) child care; (5) child health; (6) education; and (7) children at risk. The report begins with an overview of the data's organization, criteria for data selection, data presentation, and data limitations. The bulk of the report then presents data for 8 geographical regions of the state, followed by profiles for each of the state's 53 counties, including multi-year trend data. The final section provides indicators, definitions and data sources, and summarizes North Dakota KIDS COUNT project activities over the past 6 years. Important findings from the report include a decrease in the number of children in the state; increase in low birth weight babies but a decrease in the number of mothers receiving inadequate prenatal care; decrease in the number of child abuse and neglect victims; increase in the number of high school dropouts; and a decrease in the number of children in families receiving TANF, but an increase in the number of children eligible for Medicaid. (HTH)

ED 462 138 PS 030 022

Musthafa, Bachrudin
Sociodramatic Play and Literacy Development: Instructional Perspective.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; Cognitive Development; *Dramatic Play; Early Childhood Education; Emergent Literacy; *Language Acquisition; Peer Relationship; Social Development; Teaching Methods; Young Children
IDENTIFIERS- Play Learning

Children's sociodramatic play is very much associated with their growing ability to use symbols for a variety of functional purposes external to the symbols themselves. Defining such play as "voluntary social role-playing involving two or more children," this paper draws on research on sociodramatic play to: (1) discuss the nature of sociodramatic play and its function in relation to children's overall cognitive development; (2) elaborate on how children's sociodramatic play relates to their language development; and (3) propose a framework for enhancing children's language development through strategic instructional intervention. (Contains 21 references.) (EV)

ED 462 139 PS 030 023

Musthafa, Bachrudin
Let Children Play and Develop into Readers and Writers of Their Own Worlds (Play To Promote Early Literacy).
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)

and materials in prekindergarten through third grade classrooms, and a user's guide providing technical information and instructions for administration and scoring the toolkit. The ELLCO toolkit is comprised of three parts: (1) a literacy environment checklist to familiarize observers with the classroom's layout and contents; (2) a classroom observation and teacher interview, examining general classroom environment and language, literacy, and curriculum; and (3) a literacy activities rating scale, recording literacy behaviors related to book reading and writing. The user's guide provides an introduction to using ELLCO for various purposes, step-by-step instructions for each of the toolkit's three parts, a narrative describing how one teacher sparked a young boy's interest in literacy and exploring how other teachers can apply key literacy concepts with their students. A technical appendix provides in-depth information on the research behind ELLCO and its psychometric properties. (The user's guide contains 55 references.) (KB)

ED 462 159 PS 030 091

America Goes Back to School: Get Involved! Stay Involved! Information for Families and Community Members.
PUB DATE- 00
NOTE- 8p.; For Spanish version of brochure, see PS 030 092.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Children; College Preparation; *Community Involvement; Community Support; Elementary Secondary Education; Family School Relationship; Mathematics; *Parent Participation; Parents as Teachers; Reading; School Community Relationship; *School Support; Sciences

This brochure provides several tips for families and for community members to help them encourage student achievement and success. The tips are grouped into three categories: (1) "Help our children read well and independently by the end of third grade"; (2) "Help our children learn to meet high math and science standards and take challenging math and science courses"; and (3) "Help our children start early to prepare for college and careers." The brochure also includes a description of seven good practices for families to encourage their children's academic success, and tips on helping to modernize America's schools for the 21st century. (EV)

ED 462 160 PS 030 092

America vuelve a la escuela: Participe y colabore! Informacion para familias y miembros de la comunidad (America Goes Back to School: Get Involved! Stay Involved! Information for Families and Community Members).
PUB DATE- 00
NOTE- 8p.; For English version of brochure, see PS 030 091.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Children; College

ED 462 181 PS 030 128

Pre-K Initiatives in 2 More States. NCEDL Spotlights.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Based on a supplement to "Education for Four-Year Olds: State Initiatives" (James J. Gallagher, Jenna R. Clayton, and Sarah E. Heinemeier); see ED 449 896. For "Pre-K Initiatives in Five States," see ED 449 895.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *Change Strategies; *Educational Change; *Preschool Children; *Preschool Education; Program Descriptions; *Public Policy; *State Programs
IDENTIFIERS- *Barriers to Change; Barriers to Innovation; California; Ohio

This issue of the NCEDL Spotlight Series newsletter adds California and Ohio to a re-analysis of findings from an earlier report looking at the move to establish a state pre-kindergarten program for 4-year-olds in Georgia, Illinois, New York, South Carolina, and Texas. Key figures in political and educational circles in these seven states were interviewed to determine the major facilitators to the policy shift, the barriers to be overcome, and strategies used to make this policy shift. Commonalities among the seven states were identified: (1) each state made a major effort to bring together the major programs already in place for 4-year-olds; (2) a variety of wraparound services from other agencies were integrated into the program to comprise a full-day program at the local level; (3) funds for building the infrastructure to provide quality programs needed to start in earlier stages of the programs; and (4) political leadership was absolutely necessary when public support was lukewarm. Differences among the seven states related to: (1) financing for the programs; (2) size of the state complicating and multiplying the needs of pre-kindergarten programs; (3) increasing population diversity creating special challenges for pre-kindergarten programs; (4) implementation schedule in moving toward universal preschool; and (5) distractions provided by economic downturns and loss of political leadership. (KB)

ED 462 182 PS 030 131

All Kids Count! Assessing the Well-Being of African-American, American Indian, Asian, and Latino Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Minneapolis Foundation, MN.
PUB DATE- 01
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; American Indians; Asian Americans; Birth Weight; Births to Single Women; Blacks; Child Abuse; Child Health; Child Welfare; *Children; Crime; Delinquency; Demography; Dropout Rate; Early Parenthood; Economic Status; Elementary Secondary Education; Foster Care; Health Insurance; Homeless People; Incidence; Infant Mortality; *Minority Groups; Poverty; *Race; Racial Differences; Racial Discrimination;

in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 198 PS 030 170

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 3.
PUB DATE- 01
NOTE- 41p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 3; Health Education; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Primary Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 3 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 3 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 199 PS 030 171

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 4.
PUB DATE- 01
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

finding in the National Adult Literacy Survey was that literacy proficiency is strongly related to levels of formal schooling.) "Formal Education and Adult Literacy Proficiencies" (Carl F. Kaestle) explores the interrelationships of race/ethnicity and age to literacy proficiency and formal schooling. "School Noncompleters and Literacy" (Jeremy D. Finn) provides a picture of who drops out and what impact that decision has on literacy proficiency. "Adults Performing at the Two Lowest Literacy Levels" (Sylvia T. Johnson) looks at those least effectively served by schools. "Education for the Workplace" (Larry J. Mikulecky) explores the adult literacy proficiencies of those in various occupations. (The report includes five appendixes that contain information on interpreting the literacy scales, 97 tables and figures, an overview of the procedures used in the National Adult Literacy Survey, definitions, and information about participants in the development of the study and the authors.) (KC)

ED 461 719 CE 082 718

Powley, Sherry; Sabol, Laurie
Pathways to Career Success for Women: A Resource Guide to Colleges, Financial Aid, and Work.
PUB DATE- 00
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; Education Work Relationship; *Educational Resources; Employment Practices; Equal Education; Equal Opportunities (Jobs); Females; *Higher Education; Mentors; Money Management; Nontraditional Education; Nontraditional Occupations; *Professional Associations; Quality of Working Life; Role Models; *Salary Wage Differentials; Sexual Harassment; Single Sex Colleges; State Programs; *Student Financial Aid; *Womens Education; Womens Studies

This book provides essays on career topics aimed at women and a directory of tools to help women get started or take their career to the next level. The essays topics are equal education and employment; role models, networks, and mentors for women; financial management; child care; introduction to financial aid; women's colleges and women's studies; the wage gap, glass ceiling, and sexual harassment; work-life balance; nontraditional careers; and starting a business. The directory is organized to allow readers to quickly locate resources in their particular career area. Section A provides information about financial aid, including fellowships, grants, loans, and scholarships organized alphabetically by the funder's name. Section B lists contact information for professional organizations and a brief description of membership benefits. Section C lists free publications, internships, Internet resources, women's research centers, and academic camps for girls. The guide is indexed by institution and financial aid names, by state, and by academic fields. (KC)

ED 461 720 CE 082 719

Castellano, Marisa; Stringfield, Samuel; Stone, James R., III
Career and Technical Education Reforms and Comprehensive School Reforms in High Schools and Community Colleges: Their Impact on

for choosing trainers who deliver labor education and their roles. Section I discusses delivery methods trade unions use for their labor education courses and activities and the rationale for these practices. Section J examines aspects of the labor education program of the Communications, Energy, and Paperworkers' Union of Canada. Section K provides conclusions and observations. (YLB)

ED 461 737 CE 082 860

Houghton, Ted; Proscio, Tony
Hard Work on Soft Skills: Creating a "Culture of Work" in Workforce Development.
PUB DATE- 01
NOTE- 58p.; Two companion videos and training guide are not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Culture; Demonstration Programs; *Disadvantaged; *Employment Potential; Employment Qualifications; *Interpersonal Competence; Job Placement; Job Skills; *Labor Force Development; Minority Groups; Office Occupations Education; Office Practice; *Organizational Climate; Postsecondary Education; Program Descriptions; *Prosocial Behavior; Simulation
IDENTIFIERS- Computer Related Occupations; *Emotional Intelligence

This publication describes four highly regarded workforce development programs, concentrating on how they cultivate emotional intelligence--how they prepare trainees for the cultural demands of the workplace. Section 1 describes how ACHIEVE, Cabrillo Community College, Watsonville, California (CA) teaches business dress, skills and culture in two languages using reflection and office simulation. Section 2 describes Opportunities for a Better Tomorrow, Brooklyn, New York. It looks at these features: attention to minor rules; required student participation in constant discussion; World of Work course focusing on public speaking and how people present themselves in business and life; and understanding by grilling. Section 3 describes YMCA of Greater Boston/Training, Inc., Massachusetts, which uses the "Lester Hill" job simulation, an 18-week training program. It looks at these elements: seeing the world through a boss's eyes; a corporate atmosphere with a heart; and teaching human relations. Section 4 describes Op-Net, San Francisco, CA, that trains Web designers in five weeks (plus a two-month internship). It sets out how the program reflects the more refined technical skills and subtler social skills demanded by the industry and provides extensive placement and ongoing support services. Section 5 discusses seven real-world lessons that can be adapted to teach any population soft (social) skills with any mix of hard (technical) skills training. (YLB)

ED 461 738 CE 082 862

Redmann, Donna H., Ed.
Journal of Business and Training Education, 2000.
PUB DATE- 00
NOTE- 142p.; Published annually.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Business; *Business Education; Communications; Computer Assisted Instruction; *Computer Mediated

DESCRIPTORS- Academic Persistence; *Adult Educators; *Adult Learning; Definitions; *Educational Philosophy; Educational Research; Essays; *Literacy Education; Personal Narratives; *Research Problems; Research Projects; School Holding Power; Student Motivation; Teacher Attitudes; *Teacher Researchers; Theory Practice Relationship
IDENTIFIERS- Literacy Volunteers of America Inc

This document presents the personal narrative of an adult literacy practitioner who has worked with Literacy Volunteers of America and a reading center in Connecticut and who signed up for the National Center for the Study of Adult Learning and Literacy (NCSALL) Teacher Research Project on Learner Motivation, Retention, and Persistence in 1998. The narrative focuses on why the teacher researcher's involvement in the NCSALL project proved problematic. The following issues are discussed in detail: (1) the problems stemming from the fact that the teacher researcher and his project-designated facilitator each had very different understandings of the concept of teacher research; (2) the difficulties arising from the impracticality of the researcher's initially selected topic from the standpoint of implementation as part of the NCSALL project; (3) the motivation problems encountered by the teacher researcher because of the fact that, although the NCSALL project's areas of focus were important to his reading center's program, they were not the areas of focus most central to meeting the reading center's goals. The essay concludes by raising the issue of whether an individual teacher researcher has the right to challenge the operative assumptions of the NCSALL project designers and transform their purposes for the project. (Contains 15 references.) (MN)

ED 461 754 CE 082 889

The Teaching Firm: Where Productive Work and Learning Converge. Report on Research Findings and Implications.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Department of Labor, Washington, DC.
PUB DATE- 98
NOTE- 300p.; Produced by the Center for Workforce Development. Also funded by various institutions of the States of Connecticut, Florida, Massachusetts, North Carolina, Pennsylvania and Washington. Project directors were Monika Aring and Betsy Brand.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classification; Definitions; Economic Development; *Education Work Relationship; Educational Attitudes; Educational Environment; Educational Needs; Educational Trends; Elementary Secondary Education; Employee Attitudes; Employment Potential; *Employment Qualifications; *Informal Education; Job Performance; Learning Motivation; *Learning Processes; Learning Theories; Lifelong Learning; Literature Reviews; Manufacturing Industry; Needs Assessment; Organizational Climate; Organizational Development; Postsecondary Education; Program Effectiveness; Role of Education; *School Business Relationship; Skill Development; Teacher Attitudes; Technical Institutes; Trend Analysis;
IDENTIFIERS- Contextual Learning; High Performance Work Organizations; Impact Studies; *Learning Organizations; Return on Investment; Work Based Learning

The Teaching Firm project examined the process and role of informal learning in seven high-performance work organizations in the manufacturing industry. The working concept of a

61 references.) (YLB)

ED 461 770 CE 082 922

Bartlett, James E., II
Preparing, Licensing, and Certifying Postsecondary Career and Technical Educators.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 39p.; Paper prepared for the National Career and Technical Teacher Education Institute (Scottsdale, AZ, February 6-9, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-Art Materials (070),Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Certificates; Nontraditional Education; *Postsecondary Education; *Professional Development; *Teacher Certification; Teacher Competencies; *Teacher Education; Teacher Education Curriculum; Teacher Qualifications; Teachers; *Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Career and Technical Education

The field of career and technical (CT) education does not have just one universal set of procedures for licensure or certification of postsecondary teachers. Procedures differ widely from state to state. Most postsecondary CT educators are not required to complete a teacher certification program and then be awarded a license to teach from the state. CT educators must be experts in the technical and the teaching and learning areas. Arguments against postsecondary certification are a policy inconsistent with other higher educational institutions and reduced access to prospective teachers in community and technical colleges. A benefit of licensure and certification is assurance that faculty members achieve minimal standards. CT educators can enter the field from either a technical skills or teaching/learning background. Pathways to develop knowledge of teaching and learning are traditional or online courses; mentorships; professional development activities; student teaching, teaching internships, induction; work experience; and industry internships. Technical experience can be obtained through traditional or distance courses; work experience; and professional development activities. The postsecondary instructor should continue his/her own professional development. New ways and processes to provide qualified CT teachers are a virtual learning environment and multiple methods for assessment. (Contains 56 references.) (YLB)

ED 461 771 CE 082 923

Rojewski, Jay W.
Preparing the Workforce of Tomorrow: A Conceptual Framework for Career and Technical Education.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 73p.; Paper prepared for the National Career and Technical Teacher Education Institute (Scottsdale, AZ, February 6-9, 2002.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

High School Students; *High Schools; Internet; *Scheduling; School Counseling; *School Registration; *Student Needs
IDENTIFIERS- Utah

This article describes how one high school addressed the time-consuming problem of registration by looking at an electronic solution. Typically counselors were spending 50-60% of their time with registration and schedule change. This school worked with a software company to produce an Internet/telephone registration system. The system took into account other problems faced by counselors, including planning information being stored in paper files; counselors, students, and parents not having easy access to these documents; and students not having easy access to college and career information. With this new system in place, counselors now know much more about each student's needs and progress in school, plus they are able to spend more time each day implementing the comprehensive guidance program. (Contains 6 figures.) (JDM)

ED 461 793 CG 031 541

Maliszewski, Stan J.; Mackiel, John J.
Comprehensive Guidance Results-Based Evaluation: Developing a Practical Approach.
PUB DATE- 02
NOTE- 15p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; Elementary Secondary Education; *Evaluation; *Evaluation Methods; Formative Evaluation; Guidance; *Guidance Objectives; Performance Based Assessment; Program Effectiveness; Public Schools; School Counseling; *School Counselors; School Guidance
IDENTIFIERS- Omaha Public Schools NE

Results-based evaluation and assessment of guidance and counseling is a difficult task. How to best evaluate whether the comprehensive guidance program was getting the intended results became an issue for Omaha Public Schools. They set about to draft a framework for measuring student behavior or learning resulting from activities associated with the four major components of comprehensive guidance (guidance curriculum; indirect planning; responsive services; system support). The evaluation framework included process-based, results-based, and data-gathering document components. Counselors from all grade levels were represented on the working committee. District administrators from the Department of Research and the Department of Curriculum and Instruction were also involved. Everyone, including teachers, parents, and students, had some input into the evaluation. Recommendations for pursuing results-based evaluation, as well as lessons learned through this evaluation, are included. (Contains 2 figures and 30 references.) (JDM)

ED 461 794 CG 031 542

Woodard, Sadie; Malone, Benny
Accountability for Comprehensive Guidance Program Delivery and Quality: Program Templates.
PUB DATE- 02
NOTE- 34p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses";

conducting their practicum. Overcoming these attitudes at the grassroots level, while still in practicum would enable better Prepared trainees in their professional settings. (Contains 11 references.) (Author/JDM)

ED 461 816   CG 031 580

Evans, Kathy M., Ed.; Rotter, Joseph C., Ed.; Gold, Joshua M., Ed.
Synthesizing Family, Career, and Culture: A Model for Counseling in the Twenty-First Century.
PUB DATE- 02
NOTE- 179p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Career Counseling; *Counseling Theories; Counselor Training; *Cross Cultural Training; Cultural Background; *Cultural Influences; *Family Counseling; Family Influence; *Family Work Relationship; Models; Theory Practice Relationship
IDENTIFIERS- *Multicultural Counseling

Career and work constitute a major portion of most people's lives; families have an impact on people's careers; and their culture determines a great deal about how they approach family and work. The family counseling, career, and multicultural literature has given little attention to these dynamics. This text provides a multifaceted framework for integrating a client's family, career, and cultural issues into the counseling process. Chapters include: (1) "The Influence of Family, Career, and Culture on Individuals" (Joseph C. Rotter and Kathy M. Evans); (2) "Out of the Box: A Model for Counseling in the Twenty-First Century" (Joshua M. Gold, Joseph C. Rotter, and Kathy M. Evans); (3) "Synthesizing Career and Family Theories: Relevant Issues" (Patricia Murray, Laurie Williamson, Kimberly Boudrot, Erika Reents, Tamara Roberts, and Kathy M. Evans); (4) "Strategies for Counseling Family One: The Vargas Family" (Nancy Ochs and Kathy M. Evans); (5) "Strategies for Counseling Family Two: The Rokutani Family" (Kim Snow and Jon Carlson); (6) "Strategies for Counseling Family Three: The Robinson Family" (Victoria Foster, Karen Eriksen, and Garrett McAuliffe); (7) "Research in Context" (Lisa D. Hawley, Jane Goodman, and Mary Shaleb); and (8) "Integration of Counseling Standards" (Marty Jencius). (Contains 3 figures, 2 tables, and 328 references.) (JDM)

ED 461 817   CG 031 581

Quinn, Patricia O., Ed.
ADD and the College Student: A Guide for High School and College Students with Attention Deficit Disorder. Revised Edition.
PUB DATE- 01
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Accommodations (Disabilities); *Academic Achievement; *Adjustment (to Environment); *Attention Deficit Disorders; College Bound Students; College Preparation; College School Cooperation; *College Students; *High School Students; High Schools; Higher Education; *Learning Disabilities; Life Style; Pharmacology; Sex Differences; Special Needs Students; Student Surveys; Success

school (Alpha) consisted of 38 students. The not at-risk group at the control school consisted of 72 students. The study utilized a multivariate analysis of variance with the risk and not at-risk cohort groups as independent variables and the rate of changes, declines or improvements in each test (Read SS, Total SS, NCER, NCET), as dependent variables. Three null hypotheses were formulated to test for statistically significant changes between the cohorts. The researcher used a 2x3 analysis of variance approach to test for differences according to treatment condition. The study resulted in two statistically significant changes in reading and total scale scores, with the youngest cohort of second through fourth grade students showing the greatest improvement or gain. (Contains 168 references, 4 tables, and 4 figures of data.) (Author/RS)

ED 461 836 CS 014 611

Ediger, Marlow
The Substitute Teacher in Reading Instruction.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Educational Objectives; Elementary Education; Inservice Teacher Education; Public Schools; Reading Achievement; *Reading Comprehension; *Reading Instruction; Skill Development; *Substitute Teachers; *Teacher Role
IDENTIFIERS- Teaching Perspectives

Since regular teachers miss on average 8 days of work each year due to illness, there is a need to have well trained substitute teachers for the public schools. The substitute teacher needs inservice education programs which prepare him/her to do a quality job of teaching students. The following are essential reading skills to develop within certified substitute teachers: word recognition skills; structural analysis skills; syntactical analysis skills; and higher levels of cognition in questioning. This paper also considers some other goals which a substitute teacher should aim for, such as helping develop a love for reading in students; having structural ideas in mind as to what needs to be emphasized in reading instruction; possessing a repertoire of skills for students to use in increasing comprehension abilities; being well versed in management strategies when teaching students; having a repertoire of planned activities to assist students to indicate what has been learned within diverse culminating activities; and having knowledge of and implementing evaluation techniques which are valid and reliable for assessing reading achievement. (Contains 10 references.) (NKA)

ED 461 837 CS 014 613

Wilson, Jennifer, Ed.
Teaching Reading and Literature, Grades 4-6. Standards Consensus Series.
PUB DATE- 96
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

"Writing Centers as Linguistic Contact Zones and Borderlands" (Carol Severino); (12) "Teaching in the Contact Zone: The Myth of Safe Houses" (Janice M. Wolff); (13) "Contact Zones in Institutional Culture: An Anthropological Approach to Academic Programs" (Carole Yee); and (14) "Telling Stories: Rethinking the Personal Narrative in the Contact Zone of a Multicultural Classroom" (Jeanne Weiland Herrick). Contains an afterword "On the Teacher's Zone of Effectivity" (Richard E. Miller). (NKA)

ED 461 857 CS 217 806

Kahn, Seth
The Writing Classroom as a Site of Grassroots Democratic Action.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (91st, Baltimore, MD, November 15-20, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Objectives; Critical Theory; Ethnography; Higher Education; *Teacher Student Relationship; *Writing (Composition); *Writing Instruction
IDENTIFIERS- Cultural Studies; Historical Background; *Writing Contexts

Over the last 15 years or so, a variety of culture-based composition pedagogies have claimed to prepare students to take their places as citizens in a postmodern world. Cultural studies pedagogies in particular, because they tend to be grounded in neo-Marxist critical theory traditions, claim to enact democratic principles by preparing students to critique structures of domination. This paper argues that the theoretical top-heaviness of cultural studies undercuts its potential for democratizing students and classrooms. The paper then proposes a different culture-based pedagogical theory, grounded in socialist anthropology, that shifts the concept of democratic education away from something students have to prepare for, towards something that is democratic while it is being done. It begins with an historical overview of early composition theory and research. It then discusses, as an example of a course which operates according to the sort of democratic principles which cultural studies means to get at but does not, a writing course which focuses on student-teacher relations and on writing practices that reflect and refract those relations. What the paper proposes is a course structured as an ethnographic site, and more specifically a course in which both students and the teacher engage in ethnographic writing practices. (Contains 16 references.)(NKA)

ED 461 858 CS 217 808

Hydrick, Janie
Parent's Guide to Literacy for the 21st Century: Pre-K through Grade 5.
PUB DATE- 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

correctionist to a contrastivist model of the language arts classroom. In doing so, the paper first presents evidence that the achievement gap Rachel witnesses in her own classroom and school is seen not only around her state of Virginia, but throughout the nation, across decades. It states that the field of applied linguistics underlies Rachel's work in the classroom--basic linguistic insight into the nature of language varieties showed her that the language of the home is not lacking in pattern but differently patterned. In the paper, the journey is charted in two voices, that of a university professor of English education (the first author) and that of Rachel, an elementary teacher who implements an inclusive language arts in her linguistically diverse, inner city classroom. The paper suggests that educators must revisit how they respond when students write and speak in spoken language patterns. (Contains 16 references.) (NKA)

ED 461 878 CS 217 831

Sylva, Kathy
Observing Practice in the "Literacy Initiative for Teachers" (L.I.F.T.) and Comparison Classrooms.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the British Educational Research Association (England, September 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Classroom Research; *Instructional Effectiveness; *Literacy; Primary Education; *Reading Instruction; *Teacher Behavior

A study investigated differences in literacy teaching and learning between those classrooms following the "Literacy Initiative for Teachers" (LIFT) program and those using normal teaching techniques. A subsidiary aim was to document the staffing ratios throughout the day in the classrooms and the amount of time devoted to English. One Reception class was observed in each of 12 schools, 6 LIFT and 6 matched comparison schools. Results indicated differences in teaching and learning in LIFT classrooms. Taken together with the children's literacy outcomes, findings suggest that the more structured approach to the early teaching of reading has been effective. Furthermore, LIFT does not require extra staff. The organization and structure in the teaching of reading is more important than devoting more time to literacy. The LIFT program did appear to change the way teachers teach literacy, and children engaged in more collaborative literacy learning. (Contains 1 table and 12 figures of data.) (RS)

ED 461 879 CS 217 835

Banford, Howard; Berkman, Myron; Chin, Carole; Cziko, Christine; Fecho, Bob; Jumpp, Deborah; Miller, Carole; Resnick, Marci
Cityscapes: Eight Views from the Urban Classroom.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Case Studies; Classroom Environment; Classroom

2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; Communication Research; *Communication Skills; Higher Education; *Instructional Effectiveness; Models; *Public Speaking; *Visualization

This study examined the effect of covert modeling on communication apprehension, public speaking anxiety, and communication competence. Students identified as highly communication apprehensive received covert modeling, a technique in which one first observes a model doing a behavior, then visualizes oneself performing the behavior and obtaining a good outcome. Research has shown this technique to be effective in reducing avoidant behavior (Kazdin, 1973), phobias (Bandura, Adams, Hardy, & Howells, 1980), and social anxiety (Kazdin, 1979). Students visualized themselves having to cope with minor problems that came up as they prepared for and delivered their upcoming speeches. Results showed covert modeling was effective in reducing communication anxiety in students with initially clinical levels of communication apprehension. Implications regarding communication competence and performance are discussed. (Contains 34 references and 2 tables of data.) (Author/RS)

ED 461 898 CS 510 744

Krupa, Beata
Teaching Online: Lessons in Change. What We Are Really Changing by Moving Education into Online Environment.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Popular Culture Association/American Culture Association Conference (Philadelphia, PA, April 11-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Computer Mediated Communication; *Distance Education; Higher Education; *Student Role; *Teacher Role

Regional accreditation of Jones International University (JIU)--the first entirely virtual university accredited by the United States regional accreditation agency--sparked heated discussions in academic circles. Concerns about changing roles of academia and faculty were countered with unbinding enthusiasm for the new teaching opportunities. This presentation uses notes from the 5 years of active online teaching at Jones International University as a base to examine what is changing in teaching, faculty roles, student responsibilities and collegiate culture since starting to deliver education through a network of computers. (Author/RS)

ED 461 899 CS 510 745

Rocca, Kelly A.
Participation in the College Classroom: The Impact of Instructor Immediacy and Verbal Aggression.
PUB DATE- 01
NOTE- 48p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4,

discussed, and prospects for answering them in the future are considered. Many questions cannot be answered at all because of lack of research, notably matters involving total demand, supply response of educational providers, and the final impact on public schools. Design details of voucher and charter policies are also explored. Recommendations include enacting a program of vigorous research, that is not confined to choice programs. Better information on the performance of conventional public schools and alternative reform models is also needed. (Contains 319 references.) (RT)

ED 461 918 EA 031 510

Kaser, Joyce; Mundry, Susan; Stiles, Katherine E.; Loucks-Horsley, Susan
Leading Every Day: 124 Actions for Effective Leadership.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 294p.; This book is a product of WestEd's National Academy for Sciences and Mathematics Educational Leadership.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Effectiveness; Change Strategies; Elementary Secondary Education; Group Guidance; *Leadership; Lifelong Learning
IDENTIFIERS- *Reform Efforts

This book provides leaders and those who aspire to be leaders with information in four areas to help them lead reform efforts in their schools, districts, or other organizations. These areas are leadership, change management, lifelong learning, and group facilitation. There are four sub-books contained within this one document: "Leadership Every Day," "Leading Change," "Leading Learning," and "Leading Effective Groups." For each sub-book, the material is presented in 31 contemplations, one for each day of the month in a "daybook" format. Each contemplation begins with a quote, presents some aspect of the topic, gives an invitation for larger discourse, and ends with a reflection, usually some questions or a scenario to be considered. It is hoped that the material will be useful for all persons responsible for leading change efforts in any type of organization, be it local, regional, state, national, public, or private. Although the primary audience is made up of leaders in science and mathematics reform, the content is applicable to others who may be leading major transitions in their organizations. (RT)

ED 461 919 EA 031 511

Every Child Learning: Safe and Supportive Schools.
SPONS. AGENCY- Ewing Marion Kauffman Foundation, Kansas City, MO.
PUB DATE- 01
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Community Involvement; *Educational Environment; Elementary Secondary Education;

Challenges and Research.
PUB DATE- 01
NOTE- 37p.; Paper presented at the Annual Institute of Asia-Pacific Education Development International Conference on Educational Research (2nd, Seoul, Korea, October 25-26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Development; Educational Objectives; Educational Policy; *Educational Research; *Educational Trends; Elementary Secondary Education; Foreign Countries; Program Implementation
IDENTIFIERS- *Asia Pacific Region; *Reform Efforts

This paper analyzes trends and challenges in recent educational reform and development in the Asia-Pacific region and explores related implications for educational research. There are numerous educational reforms in nearly all countries in the region as they respond to challenges of globalization, information technology, knowledge-based economy, and rapid societal development. Some main trends, identified from findings and observations from regional reports and policy documents, include establishing new national visions and education goals, restructuring education systems at different levels, and enhancing teacher quality and continuous life-long professional development of teachers and principals. Crucial issues that challenge the success of policy formulation and reform implementation are discussed. Implications for educational research of these issues and policy analysis will also be treated. An overarching framework of policy research and analysis is proposed with the goal of establishing a comprehensive knowledge base that can cover the whole policy life cycle to support continuous development and improvement of education initiatives at different levels. It is hoped that this paper will open a wide range of issues and implications for policy debate and research on educational reforms in the Asia-Pacific region and other parts of the world. (Contains 139 references.) (RT)

ED 461 939 EA 031 534

Winter, Paul A.; Morgenthal, Jayne R.
The Impact of School Achievement on Principal Recruitment in a Reform Environment.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Cincinnati, OH, November 2-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Employment Patterns; *Faculty Recruitment; Job Satisfaction; *Principals; Public Schools
IDENTIFIERS- *Kentucky

One of the most alarming developments confronting public school districts today is the shrinkage of applicant pools for principal vacancies. This study was conducted as an empirical investigation about factors that influence high school principal recruitment in a reform environment. Its objective was to examine the influence of school academic achievement, as measured by student scores on standardized achievement tests, about the course. (CR)

ED 461 958 EC 308 805

Quinn, Mary M.; Rutherford, Robert B., Jr.; Leone, Peter E.
Students with Disabilities in Correctional Facilities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest number E621.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Education; Adolescents; *Correctional Education; *Correctional Institutions; Delinquency; Delinquent Rehabilitation; *Disabilities; Emotional Disturbances; *Incidence; Institutionalized Persons; *Juvenile Justice; Learning Disabilities; National Surveys; Prisoners; Special Education
IDENTIFIERS- *Related Services

This digest presents the major findings of a national survey of public and private facilities and state agencies on the prevalence of youth with disabilities in juvenile and adult correctional facilities in the United States and the educational and related services offered to them. Findings include: (1) a preliminary estimate of the prevalence of youth with disabling conditions in juvenile corrections is 32 percent; (2) youth with a specific learning disability or an emotional disturbance are more vulnerable to placement in juvenile or adult corrections than youth not identified as disabled; (3) 84 percent of youth in short-term detention facilities, 48 percent of youth in long-term correctional facilities, and 29 percent of youth in adult corrections facilities were enrolled in education programs; (4) most facilities reported that they had procedures in place to determine whether incarcerated youth were eligible for special education and related services; (5) facilities reported than only 17 percent of their teachers were fully certified to teach special education; and (6) of the related services, counseling and speech and language services were the most prevalent offered to detained or incarcerated youth. (Contains 10 references.) (CR)

ED 461 959 EC 308 806

Wasserstein, Jeanette; Wasserstein, Adella; Wolf, Lorraine E.
Adults with Attention Deficit Hyperactivity Disorder (ADHD). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest number E622.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adults; *Attention Deficit Disorders; *Behavior Problems; *Clinical Diagnosis; Coping; Hyperactivity; *Individual Characteristics; Intervention; *Symptoms (Individual Disorders); *Work Environment

Tomlinson, Carol Ann; Kaplan, Sandra N.; Renzulli, Joseph S.; Purcell, Jeanne; Leppien, Jann; Burns, Deborah
The Parallel Curriculum: A Design To Develop High Potential and Challenge High-Ability Learners.
PUB DATE- 02
NOTE- 289p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Gifted; Individual Differences; Student Development; *Teaching Models
IDENTIFIERS- *Curriculum Differentiation

This book presents a model of curriculum development for gifted students and offers four parallel approaches that focus on ascending intellectual demand as students develop expertise in learning. The parallel curriculum's four approaches include: (1) the core or basic curriculum; (2) the curriculum of connections, which expands on the core curriculum's key concepts and principles; (3) the curriculum of practice, which encourages students to function in a discipline with increasing expertise; and (4) the curriculum of identity, which helps students see themselves in relation to the discipline. Individual chapters address the following topics: the rationale for an evolving conception of curriculum to develop expertise; an overview of the Parallel Curriculum Model; the essentials of curriculum design; the core curriculum parallel; the curriculum of connections parallel; the curriculum of practice parallel; the curriculum of identity parallel; and making decisions about the use of the Parallel Curriculum Model. Each of the chapters detailing the four curriculum approaches discusses the meaning of the approach, key features and characteristics of the approach, content and standards, teaching methods, assessment, learning activities, resources, and modifications based on learner need. An extended example of each curriculum approach completes these chapters. (Contains 75 references.) (DB)

ED 461 978 EC 308 829

McAfee, Jeanette L.
Navigating the Social World: A Curriculum for Individuals with Asperger's Syndrome, High Functioning Autism and Related Disorders.
PUB DATE- 02
NOTE- 350p.; Foreword by Dr. Tony Attwood.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Abstract Reasoning; *Autism; *Behavior Change; *Communication Skills; *Curriculum Development; Elementary Secondary Education; Emotional Development; Interpersonal Communication; *Interpersonal Competence; Intervention; Lesson Plans; Social Development; Thinking Skills

This volume presents a curriculum developed specifically to develop the social, emotional, and organizational skills of individuals with Asperger's Syndrome or high functioning autism. The book offers ideas and techniques drawn from various disciplines including cognitive behavioral therapy, applied

PUB DATE- 01
NOTE- 0p.; Includes accompanying "Deborah Tannen: He Said, She Said" Teaching Guide. Directed by Robert DiNozzi. Produced in cooperation with the Department of Linguistics, Georgetown University and the Columbian College of Arts and Sciences at George Washington University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Classroom Techniques; *Communication Skills; Elementary Secondary Education; *Gender Issues; Higher Education; *Interpersonal Communication; Language Usage; *Sex Differences; *Speech Communication
IDENTIFIERS- *Conversation; Dominant Behavior

These curriculum-related materials include two videotapes and a 36-page teaching guide. The first videotape, "Deborah Tannen: He Said, She Said," with a running time of 50 minutes discusses: boys and girls, status and connection, directness and indirectness, public talk and private talk, ritual opposition, and conversational style, and a conclusion which notes that gender is not the only factor influencing conversational style, and such factors as class regional background, ethnicity, age, sexual orientation, profession, and personality all have a part. The Teaching Guide provides discussion topics for each section and suggestions for outside assignment. The Guide also includes two articles by Tannen: "Teacher's Classroom Strategies Should Recognize that Men and Women Use Language Differently" and "The Relativity of Linguistic Strategies: Rethinking Power and Solidarity in Gender and Dominance." The second videotape, "Deborah Tannen: In Depth," is a 25-minute companion to the first videotape. In it, Tannen addresses key issues, implications, and criticisms about the first video, including: the nature/nurture question (whether conversational styles are born or made); whether gender is the most important factor affecting conversational interaction; whether these patterns are cross-cultural; issues of power and dominance; and how linguistic and psychological approaches differ. (SM)

ED 461 998 FL 027 146

Lo Bianco, Joseph
What Is the Problem? Official English in the U.S.A.
PUB DATE- 01
NOTE- 38p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *English Only Movement; Federal Legislation; *Official Languages; Political Issues
IDENTIFIERS- Congress 104th

This paper investigates the politics of English as the official language in the United States, focusing on the move to declare English the official language within the 104th Congress. Though the bill lapsed in the Senate, movement to declare English official at the federal level has continued. Several large national organizations work hard to see this effort through to completion. The paper describes a study of the official English

ED 462 018 FL 800 362

Wiley, Terrence G.
Literacy, Biliteracy, and Educational Achievement among the Mexican Origin Population in the United States.
PUB DATE- 88
NOTE- 295p.; Doctor of Philosophy, Dissertation, University of Southern California.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Age; Data Analysis; Demography; *Educational Attainment; Employment; *English (Second Language); Income; Language Attitudes; *Literacy; *Mexican Americans; Sex; Spanish; Voter Registration
IDENTIFIERS- *Biliteracy; United States

This doctoral dissertation investigated literacy and educational achievement among the adult Mexican origin population in the United States by means of a secondary data analysis of the 1979 National Chicano Survey (NCS). The unique contribution of this study is its focus on biliteracy (i.e., literacy across English and Spanish). Literacy characteristics in English and Spanish were described relative to demographic characteristics such as language background, age, sex, nativity, income, years-of-schooling, employment, and political participation. The relationship between literacy characteristics and attitudes toward language, bilingualism, and educational success were also explored. Major findings indicated that while non-functional literacy rates were high among Chicanos, the rates were far lower when Spanish literacy was included in the analysis. The study also found that while English literacy showed a stronger association with income, biliteracy showed a stronger association with employment. Biliteracy was also generally found to demonstrate a stronger relationship with political participation than English literacy, though English literacy also demonstrated a relationship. Spanish literacy showed a stronger relationship with voter registration than English literacy. The study concluded by making recommendations for the further study of literacy among Chicanos, and included recommendations aimed broadly at language and educational policies. (Contains 22 pages of references) (Author)

ED 462 019 FL 801 154

REEP Alternative Assessment Project (353 Special Project) Final Report, July 1, 1994-June 30, 1995.
SPONS. AGENCY- Office of Vocational and Adult Education, Washington, DC. Div. of Adult Education.
PUB DATE- 96
NOTE- 76p.; "Alternative Assessment Tools and Processes" appendix compiled by Carol Van Duzer. Some appendices may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Adult Education; Change Strategies; Educational Change; *English (Second Language); Evaluation Criteria; Instructional Effectiveness; *Language Tests; *Limited English Speaking; Measurement Techniques; Needs Assessment; Program Development; Second Language Instruction; State Standards; *Student Evaluation; *Test Selection; *Testing
IDENTIFIERS- *Refugee Education and Employment Program; Virginia

The REEP (Arlington Education and Employment Program) 2-year special project, which set out to research, develop, field-school involved, and it is even more challenging when two sites for the same college course are involved. The university is dealing with two schools in different locations, but it is imperative that the delivery at the two sites be similar. This paper describes a methods course conducted on-site and the attendant field experience. The selection process for the second site, the difference between the two sites, and the measures taken to deliver the same course at both sites simultaneously are discussed. A major emphasis of the Middle/Secondary education program at the university was the field experience and on-site teaching of a methods course involving College of Education faculty and the faculty at the selected school. Two afternoons a week university students were assigned to a mentor teacher in their subject area for the last period of the school day. After the school day, the college students met in a group on-site and "clinical faculty," faculty from the high school with expertise in selected areas made presentations on topics related to general methods. The first site had been a site for student teacher placement for a number of years, and the faculty was both experienced and interested in working in the program. The second site, selected to allow for the continued growth of the teacher education program, was also selected at a school with which the university had established working relationships. The schools matched in the quality of the experiences the students would get, but there were many differences, including the implementation of block scheduling at one school. Working to keep the two programs in tandem was challenging, and revolved around communication among faculty members at the school and the university. The value of the experience has been apparent for both teachers and students, with one important benefit being that college faculty are kept in touch with the realities of the current high school experience. (SLD)

ED 462 040   HE 034 653

Jenkins, S. Yvette
Ethnic Identification, Racial Climate and African American Undergraduate Educational Outcomes in a Predominantly White University.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Black Students; Educational Environment; *Ethnicity; Higher Education; *Racial Identification; Satisfaction; Student Adjustment; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- African Americans; White Colleges

This study addressed the quality of the racial environment, the "racial climate," that students of color face on predominantly white campuses and the impact this has on student satisfaction and successful academic performance. The second question is that of the role of ethnic or racial identification in students' adjustment to the campus environment. Unique to this study is the inclusion of academic satisfaction, which refers to the extent to which students feel satisfied with their academic experience, both for its intellectual challenge and its career relevance. Responses of 96 African American students (65% female) to questionnaires that were part of a larger study provided data on students at college entrance and in the fourth year. Significant predictors of African American students' cumulative grade point average, general satisfaction, and

Classroom situations) (055)
DESCRIPTORS- College Faculty; *College Students; Higher Education; Humanities; *Intellectual Disciplines; *Interdisciplinary Approach; Skill Development; Social Sciences; *Thinking Skills
IDENTIFIERS- *Structure of Knowledge

Drawing on many years of research, this book shows how knowledge is structured and how professors and students perceive learning in their fields. It also offers strategies for constructing and using knowledge that will help postsecondary institutions promote students' intellectual development within and across disciplines. The chapters are: (1) Learning To Think: A Cross-Disciplinary Perspective; (2) Orderly Thinking: Learning in a Structured Discipline; (3) Hard Thinking: Applying Structured Knowledge to Unstructured Problems; (4) Inductive Thinking: Knowledge-Intensive Learning; (5) Multifaceted Thinking: Learning in a Social Science; (6) Precedent and Reason: Case versus Logic; (7) Organizing Instruction and Understanding Learners; (8) Criticism and Creativity: Thinking in the Humanities; and (9) Learning, Understanding, and Meaning. (Contains 52 exhibits, 10 figures, and 332 references.) (SLD)

ED 462 061 HE 034 690

Funding Your Education, 2002-2003. Braille Version .
PUB DATE- 02
NOTE- 35p.; For the print version for 2001-2002, see ED 446 682. For full text: http://www.ed.gov/prog info/SFA.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Braille; *College Students; Federal Aid; *Financial Aid Applicants; Grants; Higher Education; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- Department of Education

This publication in Braille describes the student financial aid programs of the U.S. Department of Education. It outlines things a student should ask about a college and discusses paying for college. Federal student aid includes grants, work-study, and loans. Chapters of this guide provide information on the following: (1) Education after High School; (2) Paying Tuition and Other Costs; (3) Applying for Financial Aid; (4) Eligibility Criteria; (5) Important Deadlines; (6) Federal Pell Grants; (7) Campus-Based Aid Programs; (8) Federal Family Education Loan, Direct Loan, and PLUS Questions; (11) Contacting Us; (12) Reducing the Cost of School; and (13) Taking the Next Step. (SLD)

ED 462 062 HE 034 691

The Student Guide. Financial Aid, 2002-2003. Braille Version .
PUB DATE- 02
NOTE- 35p.; For the 2000-2001 print version, see ED 439 635.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Braille; *College Applicants; Eligibility; *Federal

summary is included. (MES)

ED 462 079 IR 058 418

Jiao, Qun G.; Onwuegbuzie, Anthony J.
The Relationship between Library Anxiety and Social Interdependence.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Anxiety; Correlation; Graduate Students; Higher Education; *Interpersonal Relationship; *Measures (Individuals); *Student Attitudes; Student Surveys
IDENTIFIERS- *Interdependence; *Library Anxiety; Library Attitudes

This study examined the relationship between library anxiety and social interdependence. Participants were 115 graduate students from various disciplines who were administered the Library Anxiety Scale (LAS) and the Social Interdependence Scale (SIS). The LAS assesses levels of library anxiety. This instrument has the following five subscales: barriers with staff, affective barriers, comfort with the library, knowledge of the library, and mechanical barriers. The SIS measures individuals' cooperative, competitive, and individualistic perceptions. A canonical correlation analysis revealed that cooperative attitudes were related significantly to barriers with staff, comfort with the library, and knowledge of the library. Individualistic attitudes, affective barriers, and mechanical barriers served as suppressor variables. (Contains 66 references.) (MES)

ED 462 080 IR 058 424

Czerwinski, Stanley J.
Schools and Libraries Program: Update on State-Level Funding by Category of Service. Report to the Honorable John D. Rockefeller IV, U.S. Senate.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Electronic Equipment; Elementary Secondary Education; *Federal Aid; Federal Programs; *Internet; *Library Funding; Public Libraries; *School Funds; Tables (Data); *Telecommunications
IDENTIFIERS- Access to Technology; *E Rate (Internet); Federal Communications Commission; *Universal Service (Telecommunications)

This report provides state-level data on the amount of funds committed to the following three categories of eligible services for each of the first three years of the Federal Communications Commission's e-rate program for schools and libraries: (1) telecommunications service, such as local, long-distance, and international telephone service, as well as high-speed data links (such as T-1 lines); (2) Internet access, such as dial-up Internet access and e-mail services; and (3) internal connections, such as telecommunications wiring, colleges are located face unemployment rates of up to 70%. In addition, only 65% of American Indians and Alaskan natives over 25 were high school graduates in 1990, compared with 75% of the total U.S. population. Tribal colleges receive little or no funding from state governments; however, the federal government has set them apart from mainstream institutions and is committed to providing funding. Tribal colleges depend on funds distributed through the tribally controlled College or University Assistance Act of 1978 (TCCUAA). Title I authorizes funding of up to $6,000 per Indian student, but the current funding is only $2,964 per student. Title III funding is authorized at $10 million but has never exceeded $1 million. To make up for these shortfalls, most tribal colleges charge fees that are high, given the poverty levels of the communities they serve. (Contains 30 references.) (NB)

ED 462 099 JC 020 166

Los Angeles Community College District: Proposed Reforms Have Not Fully Addressed Past Problems and Create a New Set of Challenges.
PUB DATE- 98
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Community Colleges; Educational Economics; *Educational Planning; Finance Reform; *Financial Audits; Financial Policy; *Financial Problems; Institutional Administration; Money Management; Two Year Colleges
IDENTIFIERS- California (Los Angeles); Los Angeles Community College District CA

This report was conducted by the California State Auditor to examine the fiscal problems facing the Los Angeles Community College District. It is divided into four chapters. Chapter 1, "Costly Policies and Poor Management Have Led to the District's Deteriorating Fiscal Condition," describes the financial downturn the district has experienced since 1995. Findings implicate ineffective budgeting practices, lack of accountability, and poor management and planning as reasons for the problems. Chapter 2, "Limited State and Local Funding Contributes to the Deteriorated Physical Condition of Facilities in the Los Angeles Community College District," addresses the fact that external funding has not kept up with the needs of the institutions. The auditors suggest that the district be more proactive in its capital outlay planning and align its maintenance project priorities with those of the states to ensure funding. Chapter 3, "Current Reforms Have Yet To Resolve the District's Fiscal Problems and Will Create New Challenges," highlights the recent reform movement toward decentralizing administration. Although such reform was implemented to combat previous fiscal challenges, it has been ineffective thus far and has introduced additional concerns to the system. Chapter 4, "Conclusion and Recommendations," offers several suggestions for approaching and improving the financial situation. The district's response to the audit and the auditor's ensuing comments are appended. (JCC)

ED 462 100 JC 020 167

Hawkins, Annette Davis
Career Paths of Women Administrators in the California and North

Programs and Services"; (7) "Technology and the 'Knowledge Age'"; (8) "High School to College Matriculation"; (9) "Enhancing Student Access and Retention"" (10) "Collaboration and Partnerships"; (11) "Predicting Success"; (12) "Assessment and Outcomes"; (13) "Institutional Fit: Mission and Structure of Programs Within Different Types of Institutions"; (14) "Costs and Economic Impact of Developmental Education"; (15) "Enhancing Credibility, Gaining Recognition"; and (16) "Standards: Implications for Training, Professional Development, and Education." Includes a list of 108 suggested readings. (NB)

ED 462 120 JC 020 189

California Community Colleges: The Chancellor's Office Should Collect Additional Funds for Questionable Training Agreements.
PUB DATE- 97
NOTE- 35p.; Prepared by the California State Auditor, Bureau of State Audits.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Community Colleges; Costs; Debt (Financial); Educational Finance; Expenditures; *Financial Audits; Financial Problems; Financial Support; *Money Management; *Resource Allocation; School Funds; *State Aid; Training; *Training Allowances; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This audit report addresses the issue of state funds for community college training courses that should be recovered from several California community colleges. These colleges did not meet the minimum conditions necessary to qualify their training courses for apportionment funding. The report reveals that the Chancellor's Office has only partially implemented the recommendations made in a May 1996 report titled "The State Paid Millions of Dollars to Community Colleges for Questionable Training Agreements." The Chancellor's Office, according to this report, had only reviewed and reclaimed some of the general apportionment funds from San Joaquin Delta, one of three colleges identified in the report. The Chancellor's Office should recalculate and recover the amount of apportionment funds that the three identified districts received. The report suggests that Monterey Peninsula may owe the state as much as $1,095,894; and San Bernardino's potential liability to the state could be as high as $704,189. The report also recommends that the Chancellor's Office continue to identify districts that may have inappropriately received apportionment funding. The office should then determine the correct amount of apportionment funding for those districts and should recover any funds that the districts were not entitled to receive. (NB)

ED 462 121 JC 020 190

Houston Community College System (HCCS) Institutional Effectiveness Report, 1999-2000: "Closing the Loop" on "A Vision for the Future."
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Community Colleges; *Educational Facilities; *Educational Planning; Educational

DESCRIPTORS- Child Development; *Emergent Literacy; *Play; *Preschool Children; Preschool Education; Teaching Methods
IDENTIFIERS- Dewey (John); Froebel (Friedrich); *Play Learning

Strong support from eminent educators such as Froebel and Dewey and other scholars has led to play becoming a major component of early childhood curricula. This paper draws on research studies to: (1) elaborate on the nature of play and its function in children's overall development; (2) discuss how children's play relates to their literacy learning; and (3) propose practical suggestions for the use of play to promote early literacy in preschool programs. Suggestions include allowing large time-blocks for play, and creating informal learning situations in which children use "reading" and "writing" for real purposes as an inherent part of their play. (Contains 19 references.) (EV)

ED 462 140 PS 030 024

Finkelhor, David; Ormrod, Richard
Crimes against Children by Babysitters. Crimes against Children Series. Juvenile Justice Bulletin.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Child Abuse; Child Caregivers; Children; *Crime; *Incidence; Victims of Crime; Violence
IDENTIFIERS- *Babysitters; Caregiver Behavior

This bulletin, part of the Office of Juvenile Justice and Delinquency Prevention's "Crimes against Children Series," draws on the FBI's National Incident-Based Reporting System to provide data on the frequency and nature of crimes against children committed by babysitters. According to the bulletin, babysitters account for approximately 4 percent of crimes committed against children younger than 6 years old, a rate below that of complete strangers. Data are presented on reporting, victim characteristics, offender characteristics, and injury. The bulletin concludes with a discussion of implications of the data. (Contains 15 references.) (EV)

ED 462 141 PS 030 025

Finkelhor, David; Ormrod, Richard
Homicides of Children and Youth. Crimes against Children Series. Juvenile Justice Bulletin.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *Children; Crime; *Homicide; Incidence; Juvenile Justice; Trend Analysis; *Victims of Crime; Youth Problems
IDENTIFIERS- Juvenile Crime

This bulletin, part of the Office of Juvenile Justice and Delinquency Prevention's "Crimes against Children Series," draws on FBI and other data to provide a statistical portrait of juvenile homicide victimization, asserting that homicide is the only major cause of childhood deaths that has increased over the past 3 decades. The bulletin offers detailed information about overall patterns and victim age groups for

Preparation; *Community Involvement; Community Support; Elementary Secondary Education; Family School Relationship; Mathematics; *Parent Participation; Parents as Teachers; Reading; School Community Relationship; *School Support; Sciences

This Spanish-language brochure provides several tips for families and for community members to help them encourage student achievement and success. The tips are grouped into three categories: (1) "Help our children read well and independently by the end of third grade"; (2) "Help our children learn to meet high math and science standards and take challenging math and science courses"; and (3) "Help our children start early to prepare for college and careers." The brochure also includes a description of seven good practices for families to encourage their children's academic success, and tips on helping to modernize America's schools for the 21st century. (EV)

ED 462 161 PS 030 093

Better Education Is Everybody's Business! How Business Can Support Family Involvement in Education.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Family Involvement; *Family School Relationship; Family Work Relationship; *Parent Participation; *Partnerships in Education; *School Business Relationship
IDENTIFIERS- Business Community Relationship; Family Support

Based on the view that a strong and vigorous economy depends upon an educated, skilled, and competent citizenry, this pamphlet describes how businesses can support family involvement in education and thereby increase students' chances for school success. The pamphlet provides a rationale for joining the Partnership for Family Involvement in Education and includes an enrollment form. In addition, the pamphlet delineates materials available from the U.S. Department of Education providing guidelines on getting families involved in education. Finally, the pamphlet describes four ways employers can support family involvement in education: (1) create and promote family-friendly policies; (2) partner with local schools; (3) provide information on family involvement in education; and (4) help students obtain work-related skills. (KB)

ED 462 162 PS 030 094

Community Organizations: Join Together for Kids!
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; *Community Involvement; Community Organizations; *Elementary Secondary Education; *Family School Relationship; Parent Participation; *Partnerships in Education; *School Community Relationship

Racial Relations; Residential Patterns; *Social Indicators; Social Life; Special Needs Students; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; Violence; *Well Being; Youth Problems

IDENTIFIERS- African Americans; Child Mortality; Graduation Rates; *Indicators; Latinos; *Minnesota; Out of Home Care

This Kids Count data book examines trends in the well-being of Minnesota's African-American, American Indian, Asian, and Latino children. The statistical portrait is based on 22 indicators of child well-being: (1) attitudes about race; (2) housing patterns; (3) future plans; (4) social involvement; (5) park usage; (6) negative treatment; (7) bias crimes; (8) income and poverty; (9) working families; (10) housing; (11) healthy births; (12) births to teens; (13) health care; (14) children with special needs; (15) children planning to attend college; (16) school attendance; (17) basic standards test results; (18) graduation rates; (19) children involved in fights; (20) physical abuse; (21) out-of-home placements; and (22) injuries. Following an introductory section and a summary of state racial demographics, five sections of the data book examine indicators in the areas of social climate, economics and housing, health, education, and safety. Data are presented in tables, figures, and as summary information. Each section concludes with examples of current projects giving hope for future statistical improvement. Following the presentation of indicator data, a small section of additional tables chart a wide variety of additional indicators of child well-being by race, on an "as available" basis. The data book concludes with information on resources and data notes. (SD)

ED 462 183 PS 030 132

Hall, Anne; Martin, Anne; Zuccarini, Anna

Let's Get the Lead Out.

SPONS. AGENCY- Environmental Protection Agency, Chicago, IL. Region 5.

PUB DATE- 96

NOTE- 120p.; Joan Maute, Project Coordinator and Editor. The companion audiotape, "The Lead Detectors" is not available from ERIC. The appended radio script "The Lead Detectors (A Mystery Regarding the Dangers of Lead" was written by David Anderson; Music and lyrics by Joan Maute. Illustrations by Bob Provost. Produced by Studio 2.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiotape Cassettes; *Child Health; Drama; *Lead Poisoning; Learning Modules; Middle School Students; Middle Schools; Models; Secondary Education; *Secondary School Curriculum

Recognizing that many families might be unaware that their home may contain lead hazards, the United States Environmental Protection Agency Region 5 issued a grant to the University of Illinois-Chicago to develop a model curriculum for junior high school students on the risks of lead in the home and environment. This integrated seven-lesson unit of study allows teachers to incorporate special topics into existing curriculum units. Each lesson is designed to be used individually. The lessons are: (1) "The Leading Role of Lead," concerning the qualities of lead; (2) "LEADing the Way," presenting information on a history of the uses of lead; (3) "Lead Flakes," demonstrating that water can contain lead; (4) "Don't Be a Leadbelly," concerning where lead is stored in the body

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 4; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 4 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 5 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 200 PS 030 172

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 5.
PUB DATE- 01
NOTE- 40p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 5; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 5 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 5 curriculum. Following introductory material, sections include: (1) "What Is

Educational Outcomes for At-Risk Youth.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Attendance; Community Colleges; Dropout Prevention; *Educational Change; *Educational Improvement; *Educational Research; High Risk Students; House Plan; Instruction; Literature Reviews; *Outcomes of Education; Partnerships in Education; Postsecondary Education; Potential Dropouts; Program Implementation; *Research Needs; Research Reports; Secondary Education; Student Evaluation; *Vocational Education
IDENTIFIERS- *Career and Technical Education

A literature review examined educational research on school reform and vocational and technical education. The first area examined student risk factors in education, the state of the art in secondary vocational education (career and technical education or CTE), and the interplay of these new forms of CTE and other comprehensive school reform efforts in high schools. The second area of the review examined reforms and other trends in postsecondary CTE, usually in community colleges. The review determined that the current state of the art of research includes limited evidence of improvement in outcomes such as student attendance and transition to postsecondary education. The review found that there is very little strong research on student outcomes, although school-level and non-experimental evidence appears to show positive outcome trends, and descriptive studies of current reform efforts give cause for cautious optimism regarding their ability to improve the education and life chances of at-risk students. Recommendations are made for specific elements of reform that appear to yield positive results when combined in a manner consistent with an individual school's context and needs. Some of these elements include high academic standards, sustained professional development, new forms of pedagogy and assessment, reorganization of the learning environment into smaller communities with a broad career focus, and partnerships with business and postsecondary institutions. The study concluded that further robust research efforts are badly needed. (Contains 190 references.) (KC)

ED 461 721 CE 082 720

Plank, Stephen
Career and Technical Education in the Balance: An Analysis of High School Persistence, Academic Achievement, and Postsecondary Destinations.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Education; *Academic Persistence; Dropout Prevention; Dropout Research; Dropouts; Education Work Relationship; Educational Change; Educational Improvement; High School Students; *High Schools; Integrated Curriculum; *Outcomes of Education; Postsecondary Education;

Communication; Critical Thinking; *Curriculum Development; Economics; Educational Research; *Ethical Instruction; Ethics; Group Instruction; Higher Education; Humanistic Education; *Internet; Labor Force Development; Online Courses; Postsecondary Education; Secondary Education; Student Attitudes; Student Organizations; Teaching Methods

IDENTIFIERS- Analytical Writing; California Critical Thinking Disposition Inventory; *Cohort Instructional Programs; Future Business Leaders of America; *Intranets

This ninth issue contains seven articles dealing with research, theory, trends and issues, curriculum, teaching methodology, technology, and personal/professional development. "Attitudes of FBLA (Future Business Leaders of America) Students toward Traditional Business Values and the American Economic System" (Inder P. Nijlhawan, Richard S. Ellis) suggests that FBLA members demonstrated less than affirmative attitudes toward economic and business issues than expected based on their training and economic education. "Business Education in Cohorts: Does Familiarity Breed Learning?" (Katherine C. Reynolds, Sri Sitharaman) reports that significant differences appear in greater affective learning among students in cohort programs. "Building Effective Workforce Development Systems: Core Principles" (Reid A. Bates) describes a set of 10 principles guiding the development of high-performance workforce development systems. "Dispositions Toward Critical Thinking Related to Analytical Writing" (Barbara A. Wilson) reports a study that found a relationship between the California Critical Thinking Disposition Inventory and analytical writing. "U.S. Corporate and Public Organizational Uses of Communication Systems" (Jensen J. Zhao et al.) describes research that found that, although corporate and public organizations used similar types of communication systems, significant differences existed between them in the frequencies of using traditional paper-based and computerized communication systems for business activities. "Issues and Innovations in the Implementation and Delivery of Internet- and Intranet-Based Instruction" (Martha Lair Sale et al.) discusses the expanded role of such instruction at the university level; provides descriptions and examples of various resource guides for both the learner and the instructor; and provides implementation tips for the instructor of a net-based course. "Teaching Ethics in the Information Systems Curriculum: A Pragmatic, Values-Based Approach" (Marc Lampe, Gary P. Schneider) discusses techniques instructors currently use to teach ethics to business students and presents alternative strategies that can be more effective in encouraging students to exhibit ethical behavior in their future careers. (YLB)

ED 461 739 CE 082 866

The Agricultural Job Opportunity Benefits and Security Act of 1999. Hearing before the Subcommittee on Immigration of the Committee on the Judiciary. United States Senate, One Hundred Sixth Congress, Second Session (May 4, 2000).

PUB DATE- 01

NOTE- 101p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adult Education; Adults; *Agricultural Laborers; Agriculture; Employment Services; Farm Labor; *Foreign Workers; Fringe Benefits; Hearings; Labor Legislation; Labor Standards; *Migrant Employment; *Migrant Problems; Migrant Programs; *Undocumented Immigrants; *Wages

teaching firm was defined as "an environment in which teaching and learning are institutionally and culturally embedded in the organization and are perceived to be beneficial to both the firm and the individual." The following were among the data collection activities conducted: shadowing and observation followed by interviews; individual in-depth interviews; focus groups of 1-12 participants each; and a survey of 899 individuals. The following were among the key findings: (1) the primary drive for informal workplace learning is the need for employees to meet larger organizational and individual goals; (2) organized work activities were the primary setting for informal workplace learning; (3) contextual factors play an enormous role in the overall frequency and quality of workplace learning; and (4) educators were able to identify gaps between school- and work-based learning, which often motivated them to change their educational approach. (Fifty-five tables/figures are included. The bibliography contains 32 references. An appendix of economic analyses presents 16 tables. Discussions of the study findings' implications for firms, K-12 education, community and technical colleges, and economic development conclude the document.) (MN)

ED 461 755 CE 082 893

Friedman, Pamela
TANF Reauthorization and Postsecondary Education Options for Welfare Recipients.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 10p.; Part of TANF Reauthorization Resources. WIN is a business line of The Finance Project.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Education Work Relationship; Educational Attainment; Educational Attitudes; Educational Opportunities; Educational Research; Enrollment Trends; *Federal Legislation; Low Income; Organizations (Groups); Outcomes of Education; Participation; Policy Formation; *Postsecondary Education; *Public Policy; Research Projects; Salary Wage Differentials; State of the Art Reviews; State Programs; Student Financial Aid; Trend Analysis; *Welfare Recipients; Working Poor
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act; Self Sufficiency; Stakeholders; *Temporary Assistance for Needy Families; *Welfare Reform

The Personal Responsibility and Work Opportunity Reconciliation Act of 1996 led to an increase in the percentage of Temporary Assistance for Needy Families (TANF) recipients seeking more immediate employment and a decline in the percentage pursuing postsecondary education or degree programs. Since TANF's enactment, several legislative bills have sought to modify TANF to allow more cash assistance to recipients to participate in postsecondary education. Opponents of these proposals fear that changes in TANF designed to increase participation in postsecondary education would undercut current work requirements and expand short-term assistance costs. However, proponents of the proposed changes suggest that expanded educational opportunities could enable TANF recipients to prepare for and find better-paying and more stable jobs. Research has demonstrated a close relationship between education and earnings, and it has been suggested that

DESCRIPTORS- Curriculum Development; *Educational Change; Educational Philosophy; *Educational Principles; Federal Government; Futures (of Society); *Government Role; Labor Force Development; Labor Needs; Postsecondary Education; Secondary Education; Teacher Education; *Vocational Education; Vocational Education Teachers

IDENTIFIERS- *Career and Technical Education; *Conceptual Models

This document examines issues related to developing a conceptual framework for career and technical education (CTE). Section 1 sets forth the rationale. Section 2 examines historical and current traditions and views toward CTE (including the federal government's principal role in originating and shaping it through legislative mandates and funding) and describes traditional and contemporary philosophical positions regarding CTE's purpose. Section 3 reports recent educational reform efforts and examines their impact on vocational education. Section 4 discusses workforce needs in a high tech, global workplace that demand substantial change to CTE curriculum and practice if students are to be adequately prepared for work and adult life. Section 5 examines other issues that influence thinking about CTE's nature and scope in the 21st century: underlying assumptions and external influences that shape practice, previous frameworks that described the field, and emerging and future trends in CTE delivery. Section 6 describes these individual components selected as framework anchors: curriculum, instruction and delivery options, student evaluation, clientele, and program evaluation. Current and likely directions for the field and unresolved issues or potential problems are discussed. Section 7 reviews the conceptual framework and delineates specific issues pertaining to secondary and postsecondary education, particularly teacher education. (Contains 106 references and 14 endnotes.) (YLB)

ED 461 772 CG 026 615

Drug Abuse and the Brain: A Viewer's Guide.

SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, MD.

PUB DATE- 93

NOTE- 21p.; Video not available from ERIC.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)

DESCRIPTORS- *Biochemistry; *Brain; Cocaine; Counseling; Counselors; Drug Abuse; *Drug Addiction; Drug Rehabilitation; Electrochemistry; Illegal Drug Use; Narcotics; Pharmacology; Rehabilitation Counseling; Resource Materials; Substance Abuse; Videotape Recordings

This guide provides a detailed look at the biological basis of drug addiction, examining how the brain and its reward system work and how drug abuse can cause fundamental changes in the way the brain works. It is a resource for clinicians and practitioners. The first section of the guide provides an outline of the following basic concepts presented in the videotape: (1) the electrochemical transmission system of the brain; (2) the effects of drugs on neurotransmission and on the brain's reward system; (3) two types of pharmacotherapy; and (4) approaches to treatment. The second section is a synopsis of the 26-minute videotape. The third section provides a glossary of technical terms. Section 4 provides discussion questions, and section 5 provides an annotated bibliography of

see CG 031 528. Charts contain small print.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; *Educational Technology; Efficiency; Elementary Secondary Education; Evaluation; Guidance; *Guidance Objectives; Instructional Materials; Models; Program Development; *School Counseling; School Counselors; School Guidance; Time Management
IDENTIFIERS- Cypress Fairbanks Independent School District TX

The Cypress-Fairbanks Independent School District in northwest Houston has grown extremely fast. During the 2001-2002 school year, an additional 4,000 students were added. Because of this growth, it was difficult for the district to adopt the state model for guidance and counseling programs. Many counselors followed what was recommended but it was difficult to evaluate program effectiveness. When counselors requested strategies for more efficient ways to develop the plan, the district came up with a format of using computer templates to help their workload. Templates were developed for elementary, middle, and high school counselors. The templates listed district goals; guidance curriculum descriptions; responsive services descriptions; individual planning descriptions; and guidance curriculum plans. That information helped the counselors understand what the model program was about. They were able to make estimations about time allocations and made the needed adjustments to their activities. The templates also served as a training tool and source of information for the non-counseling staff. Templates are listed in Appendix One. (JDM)

ED 461 795 CG 031 543

Bunch, Lela Kosteck
Ensuring Professionally Relevant Supervision and Professional Development: A State-Level Experience.
PUB DATE- 02
NOTE- 8p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Comprehensive Guidance; Cooperation; Elementary Secondary Education; Evaluation; Guidance; Participative Decision Making; Performance Based Assessment; Personnel Evaluation; *Professional Development; *School Counselors; School Guidance; *Supervision
IDENTIFIERS- Missouri

In examining the topic of evaluation, it is necessary to look at the role of evaluation in supervision and professional development. For any program to be effective, research states that accountability must be the focus of those responsible for the program. Evaluation of program, results, and personnel is part of providing for accountability. The Performance-Based Professional School Counselor Evaluation System was designed and tailored for the role of the school counselor. School counselors, administrative personnel, and representatives from the Missouri School Counselor Association were just a few of the groups who helped design the evaluation tool. The instrument has the potential of bringing the activities of professional school counselors in line with their expertise and ensures students gain competency in necessary skills. The

This handbook contains practical information and advice to help students with Attention Deficit Disorder (ADD) transition from high school to college. Part 1 provides an introduction to ADD and includes a questionnaire identifying the characteristics of a person with ADD. Part 2 describes life with ADD. It explains how ADD can affect high school students; what the risks are with alcohol and drug use; how it may affect females differently than males; and provides voices from students who speak out about ADD. Part 3 presents treatments for ADD, including a description of the common medications used. Life style habits for success are presented along with how to work with an ADD coach. Part 4 reviews what is needed to succeed in college, such as choosing the right college, utilizing services at the college, and learning accommodations at college. Part 5 considers the legal rights of students with ADD and reviews some of the commonly asked questions. A list of books, college guides, magazines, and national organizations are included for further information. (JDM)

ED 461 818 CG 031 582

Varhely, Susan, Ed.
Awareness: Journal of the Colorado Counseling Association, Fall 2001.
PUB DATE- 01
NOTE- 64p.; Produced annually.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Attention Deficit Disorders; Contraception; *Counseling; Counseling Techniques; *Counselor Training; Elementary School Students; Elementary Secondary Education; Higher Education; Mentors; Nontraditional Education; *Professional Associations; Research; *School Psychologists; Secondary School Students; Self Actualization; Sexual Harassment
IDENTIFIERS- *Colorado; Pet Therapy

This annual publication represents the first edition of the Colorado Counseling Association journal following its reorganization and rebirth. The articles include: (1) "Sexual Harassment on Campus: Does Having a Policy Help?" (Sue Spooner); (2) "It's a Dog's Life: A Pilot Study Investigating the Effects of the Human-Animal Bond on a Child with Attention Deficit-Hyperactivity Disorder" (Jennifer Lieber and Elizabeth Fassig); (3) "Seasons Change and So Do I" (John F. Arman); (4) "Contraceptive Use Among Adolescent Males" (Tracy D. Baldo and Miao-Jung Lin); (5) "High Play Therapy: The Use of Adventure Programs with Adolescents" (Beverly A. Snyder); (6) "Assimilating New Faculty: Mentoring in Counselor Education" (John Arman and Ten McCartney); (7) "Fawn" (Monte Zerger); (8) "Lessons from Ombudsing: Assisting Individual Clients in Effectively Resolving Interpersonal Conflicts" (Tom Sebok); (9) "Journey of the Soul" (Bret Zerger); (10) "Coming to Awareness: One Child's Journey" (Beth Fassig and Linda Black); and (11) Book Review: "Learning, Practicing, and Living the New Careering" by Anna Miller-Tiedeman (reviewed by Vickie Wickhorst and Rich Feller). (Contains 6 tables and 169 references.) (JDM)

ED 461 819 CG 031 600

Adelman, Howard S.; Taylor, Linda
Impediments to Enhancing Availability of Mental Health Services in Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization. ERIC/CASS-

DESCRIPTORS- *Childrens Literature; Class Activities; *Classroom Techniques; Instructional Effectiveness; Intermediate Grades; Learning Activities; *Literacy; Literary Devices; *Literature Appreciation; *Reading Instruction; *Teacher Developed Materials
IDENTIFIERS- National Council of Teachers of English; *Response to Literature; Trade Books

This book, part of a series of guides for K-12 teachers who are striving to align lively, classroom-tested practices with standards, that gathers together brief articles spotlighting suggestions for effective instruction. Noting that the upper elementary years are crucial ones in students' literacy development, the book opens with diverse ways for encouraging inquiry, ranging from enjoyable cloze activity to game-like approaches involving contradicting, predicting, and guessing, to exercises in critical and creative thinking. The next section addresses more sophisticated skills, featuring ways to stimulate comparing and contrasting, questioning, evaluating, and analysis of elements such as character, theme, and plot. The final section suggests strategies for using instruments and objects that link the world of print to other media and symbol systems. (NKA)

ED 461 838 CS 014 614

Wilson, Jennifer, Ed.
Teaching Reading and Literature in Early Elementary Grades. Standards Consensus Series.
PUB DATE- 97
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; *Classroom Techniques; Instructional Effectiveness; Learning Activities; *Literacy; *Literature Appreciation; Primary Education; *Reading Instruction; *Teacher Developed Materials
IDENTIFIERS- National Council of Teachers of English; *Response to Literature

This book, part of a series which serve as guides for K-12 teachers who are striving to align lively, classroom-tested practices with standards, gathers together brief articles spotlighting suggestions for effective instruction. The book contains dozens of diverse and thought-provoking activities for helping very young readers to grow into the world of literature. The book begins with a focus on growing reading skills such as predicting and sequencing, then progresses toward more complex experiences that involve response to literature, discussion, and collaborative work. A final section of the book gathers together ideas for interdisciplinary and multisensory approaches to reading, ranging from concrete, tactile exercises to strategies embracing fine arts, social studies, science, and mathematics. (NKA)

ED 461 839 CS 014 618

Clark, Kathryn; Pillion, Jennifer
Improving Reading Skills through Parental Involvement.
PUB DATE- 02
NOTE- 47p.; Master of Arts Action Research Project, Saint Xavier University and SkyLight Professional Development Field-Based Master's Program.
LANGUAGE- English

DESCRIPTORS- Elementary Education; *Language Arts; Learning Activities; *Literacy; Parent Teacher Cooperation; Preschool Education
IDENTIFIERS- *Family Activities

As parents adapt to meet today's changing definition of literacy, they are often left with many questions about what is happening in their child's classroom. To help address parents' concerns, this guide uses clear, everyday language and classroom examples to explain and illustrate some of the key concepts and terms in literacy acquisition and education. The guide provides a variety of fun and practical activities for parents to do at home with their children, emphasizing the critical role that families play in developing a child's love of language and of learning. It is designed to help parents and educators work together more effectively to prepare today's children for the demands of this new century. Following the Introduction, the guide is divided into these activity sections: Basics; Language; Reading; Writing; Across the Disciplines; and Conclusion. (NKA)

ED 461 859 CS 217 809

Blitz, Michael; Hurlbert, C. Mark
Letters for the Living: Teaching Writing in a Violent Age. Refiguring English Studies.
PUB DATE- 98
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Cultural Context; Educational Cooperation; Higher Education; *Letters (Correspondence); *Social Environment; *Violence; *Writing Instruction
IDENTIFIERS- Personal Experiences; Personal Writing; *Teaching Perspectives

This book takes up issues of violence in the lives of college students and looks for possibilities of teaching composition as an act of peace making. Through a variety of writings, the book illustrates students' experiences on the city streets of New York and in the small mining and steel towns of western Pennsylvania. One section of the book reports on a project that linked one author/educator's (Hurlbert) research writing class and the other author/educator's (Blitz) freshman composition II class. In the semester-long project, the classes researched and wrote about their own neighborhoods and the neighborhoods of their interstate partners. The book states that these two groups of students taught each other about the places in which they live and the ways in which they live there, and in many cases, what each learned about the other was "shocking." It also shares with the reader letters in which the two author/educators reflect upon their work as teachers, in an effort to understand the personal and cultural implications of what students write and say. (Contains 101 references.) (NKA)

ED 461 860 CS 217 810

Small, Robert C., Jr.
Guidelines for the Preparation of Teachers of English Language Arts. 1996 Edition.
PUB DATE- 96
NOTE- 82p.; For the 1986 edition, see ED 267 418. Prepared by members of the National Council of Teachers of English's

Research; *Classroom Techniques; *Creative Writing; Elementary Secondary Education; Inquiry; Student Needs; *Urban Education; *Urban Teaching; *Writing Instruction
IDENTIFIERS- National Writing Project; Teaching Research
The Urban Sites Network of the National Writing Project was conceived, designed, and implemented as a national teacher inquiry network for urban sites of the National Writing Project. The goal of the Urban Sites Network has been to develop, articulate, and implement a new agenda for National Writing Project sites serving larger cities. Over the three years of the project, a diverse group of 120 K-12 teachers developed and conducted structured, 2-year inquiry studies of their classrooms or schools. The eight teacher inquiry studies which make up this book are a part of the effort to answer some of the difficult questions that were raised. Through these studies readers of the book will meet eight teachers who are not afraid of change, who are willing to challenge their own cherished beliefs, who are trying to see through the eyes of their students and their families. The book's essays/case studies detail how insightful teaching produces excellent achievement for those students that school systems have frequently failed. Essays in the book are: "The Blooming of Maricar: Writing Workshop and the Phantom Student" (Howard Banford); "No Problem. We Can Speak with the Hands: Group Work in a Sheltered High School Classroom" (Myron Berkman); "Learning from Laura" (Bob Fecho); "No Longer 'Too White': Using Multicultural Literature To Promote Academic Achievement and Cultural Understanding" (Carole Miller); "Dialogue Journals: Passing Notes the Academic Way" (Christine Cziko); "Making Connections between Families and Schools" (Marci Resnick); "Extending the Literate Community: Literacy over a Life Span" (Deborah Jumpp); and "'Are You the Teacher Who Gives Parents Homework?'" (Carole Chin). (NKA)

ED 461 880 CS 217 838

MacLean, Marion S.; Mohr, Marian M.
Teacher-Researchers at Work.
PUB DATE- 99
NOTE- 301p.; A revised edition of "Working Together: A Guide for Teacher-Researchers" (ED 285 196).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Classroom Research; Elementary Secondary Education; Higher Education; Mathematics Instruction; Research Methodology; *Teacher Researchers; Writing Evaluation; Writing Instruction
This book describes the essential components of any teacher-researcher group. Part I describes an experience, a process, that aids teacher-researchers in completing a study. Part II reexamines the issues and questions surrounding teacher research, as they have both shifted and steadied over the years. Part III consists of research articles written by teacher-researchers: "Learning School: Learning To Write" (Bob Ingalls); "Independent Reading: Just Do It!" (Julia Lindquist); "Drawing: Another Path to Understanding" (Theresa Manchey); "Targeted Students: The Fifty Kids" (Marian M. Mohr); "What Happens When Students Engage in Peer Interaction during the Writing Process?" (Diane Painter); "Becoming Members of the Math Club" (Betsy Sanford); and "The Gong Show: Some Things I

2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Nonverbal Communication; *Student Attitudes; *Student Participation; *Teacher Behavior; *Undergraduate Students
IDENTIFIERS- *Communication Behavior; *Teacher Immediacy
A study examined the participation behaviors of undergraduate students. Much of the existing literature has focused on student variables in determining participation in the classroom. Here, the focus was on instructor variables instead. Students completed questionnaires and reported their own perceptions of their participation in class as well as their perceptions of their instructor's nonverbal immediacy and verbal aggression. Results indicated that students who perceived their teachers as higher in immediacy were more likely to participate in the class. Students who perceived their instructors as verbally aggressive were less likely to participate in class. Limitations, implications for the classroom, and future directions for this line of research are discussed. (Contains 90 references.) (Author/RS)

ED 461 900 CS 510 746

Williamson, L. Keith
The Pedagogy of Pedagogy: Teaching GTAs To Teach.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the Popular Culture Association and the American Culture Association Conference (Philadelphia, PA, April 11-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Descriptions; *Graduate Students; Higher Education; *Introductory Courses; *Public Speaking; *Teaching Assistants; Teaching Methods; Workshops
A long-standing aspect of collegiate culture at many advanced-degree-granting universities is the use of Graduate Teaching Assistants (GTAs) to teach an introductory course. This practice presents a serious pedagogical challenge--namely, how to train inexperienced GTAs to teach the course. Too often new GTAs are merely supplied with the textbook and told to "go teach." A more productive response to the challenge is to teach an intensive graduate workshop required of all GTAs on the pedagogy of the introductory course. This paper describes the philosophy and methodology of one such workshop with a successful track record of nearly 30 years to train GTAs to teach the basic (public speaking) course. (Contains 32 references. Appendixes contain course requirements; the undergraduate syllabus course outline; an excerpt from the basic course curriculum guide; and an excerpt from the GTA workshop syllabus.) (Author/RS)

ED 461 901 CS 510 747

Tidwell, Charles H., Jr.
"Fools Rush In": Developing Cross-Cultural Sensitivity Using Film-Based Group Projects.
PUB DATE- 01

Family Involvement; Prevention; Professional Development; Program Design; School Involvement; *School Safety; Standards; Student Participation

Schools that students experience as safe and supportive will be more successful at promoting student achievement and developing qualities such as good character and citizenship. However, this commonsensible priority is sometimes slighted when other issues demand a school's attention. This guide identifies four core elements necessary to create and maintain safe and supportive places of learning: a supportive learning community; systematic approaches to supporting safety and positive behavior; involvement of family, students, school staff, and the surrounding community; and standards and measures to support continuous improvement based on data. Fully engaging the entire school community is essential to creating and maintaining schools where students feel respected, safe, and supported. State and district standards should be set that identify communities' goals and vision of safe and supportive learning communities. Promoting and providing professional development for all school staff ensures that state professional standards are adhered. Creating and maintaining safe and supporting learning communities requires attention to social relations, physical setting, supports and services, and resources. Continued research of the four core elements, and development and field-testing of standards and measures for monitoring can be translated into forms usable by all who want to improve their schools. (Contains 119 references.) (RT)

ED 461 920 EA 031 512

Parsons, Beverly A.
Evaluative Inquiry: Using Evaluation To Promote Student Success.
PUB DATE- 02
NOTE- 179p.; Foreword by Grant Wiggins. Afterword by Michael Fullan.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Accountability; Elementary Secondary Education; Evaluation; Evaluation Methods; Evaluation Utilization; Program Design; Program Effectiveness; *Program Evaluation; Program Implementation; Program Validation; *Success

There is plentiful discussion about the importance of accountability, but much needs to be done to translate it into a manageable and credible system of ongoing feedback. In this book, evaluative inquiry is used in a way that balances attention between the investigation process and its purpose. The book is divided into three parts. Following an overview of evaluative inquiry, three evaluative-inquiry designs are described. The first design helps in determining the quality of an inquiry program. The second design determines the program's sustainability. The third one determines its cultivation of new principles and practices in the school to achieve whole-school or whole-system change. Each part uses a school situation to illustrate the process. A concluding chapter looks at how to continually improve ongoing evaluative-inquiry practices. The book includes tools such as charts, step-by-step instructions, and forms to help educators understand and implement their program as a hands-on, in-depth evaluation process. Closing comments describe how evaluative inquiry helps develop the capacity of the educational system to manage and integrate an school location (inner city, suburban, rural), and school assignment of the job applicant (elementary, middle school, high school) on job applicant ratings of principal positions. Randomly selected assistant principals in Kentucky (N=189) role-played as job applicants and rated principal jobs depicted in formal job descriptions. The most significant finding was that assistant principals rated jobs at low-achieving schools much lower than jobs at high-achieving schools. The Kentucky Education Reform Act (KERA) of 1990 also has a negative influence on principal recruitment because it places new demands on principals, such as increased accountability for student achievement and diminished governance authority. This situation leads to frustration, increased stress, and decreased job satisfaction. Study findings produce new knowledge that informs principal recruitment. It is hoped that study results will stimulate additional research interest in this area. (Contains 22 references, 2 tables, and 1 figure.) (RT)

ED 461 940 EA 031 535

Hawley, Willis D., Ed.
The Keys to Effective Schools: Educational Reform as Continuous Improvement.
PUB DATE- 02
NOTE- 150p.; Edited with Donald L. Rollie.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; *Educational Environment; Elementary Secondary Education; Evaluation; *Organizational Effectiveness; Professional Development; *School Culture; School Effectiveness; School Organization
IDENTIFIERS- *Reform Efforts

Educational researchers and policy analysts concur increasingly that the organizational design and culture of schools can either enhance or hinder the effectiveness of school reform efforts. This book offers a series of essays that may help parents, educators, and policymakers understand and solve school organizational problems that get in the way of student achievement. The essays are written around the framework of the Keys to Excellence in Your Schools (KEYS) initiative. Chapters include: (1) "Educational Reform as Continuous Improvement" (Michael Fullan); (2) "The Learner-Centered Principles: Their Value for Teachers and Teaching" (P. Karen Murphy and Patricia A. Alexander); (3) "Achieving High-Level Outcomes for All Students: The Meaning of Staff-Shared Understanding and Commitment" (Fred M. Newmann); (4) "Professional Communication and Collaboration" (Judith Warren Little); (5) "Teacher Use of Formal Assessment in the Classroom" (Eva L. Baker); (6) "Assessment as Learning" (Lorna M. Earl); (7) "Transforming Professional Development: Understanding and Organizing Learning Communities" (Ann Lieberman and Lynne Miller); (8) "Designing and Implementing School-Based Professional Development" (Linda Valli and Willis D. Hawley); (9) "Organizational Conditions To Support Teaching and Learning" (Kenneth Leithwood); and (10) "Local School Districts and Instructional Improvement" (Richard F. Elmore). Most chapters usually conclude with a list of references. (RT)

ED 461 941 EA 031 536

Long-Range Plan for Public Education 2001-2006.
PUB DATE- 00
NOTE- 51p.; "Updated November 2000."

IDENTIFIERS- ERIC Digests

This digest examines attention deficit hyperactivity disorder (ADHD) in adults and symptoms of the disability. Pertinent adult problems include: (1) substance abuse, antisocial behaviors, and criminality, all of which can occur in adults with ADHD; (2) poor social skills or deficits in self-awareness are also frequent; (3) occurrence of ADHD with other psychiatric conditions can contribute to the failure of medication and psychotherapy; and (4) problems with independent adaptive functioning have been found to be among the most common complaints of adults who have ADHD and seek therapy. The digest discusses recognizing ADHD in adults and the need to examine adults for comorbid psychiatric conditions and rule out alternative psychiatric problems that can resemble ADHD. Treatment of adults with ADHD is addressed, including drug and psychosocial interventions. The difficulties adults with ADHD face in higher education and later in the work world are discussed. Adults with ADHD are urged to create multiple layers of structure at work and integrate work demands with competing personal responsibilities. The digest closes by discussing the rights of students and employees with ADHD to have equal access to programs and facilities. (Contains 13 references.) (CR)

ED 461 960 EC 308 808

Wolfenden, Deborah Parker

Commonly Asked Questions about Assistive Technology Devices and Services: An Educators', Parents' and Advocates' Guide.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 67p.; For related document on assistive technology devices and services, see ED 393 240.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accessibility (for Disabled); *Assistive Devices (for Disabled); *Disabilities; Elementary Secondary Education; *Equipment Evaluation; Evaluation Methods; Federal Legislation; *Financial Support; Legal Responsibility; Parent School Relationship; School Responsibility; *Services

IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Maine; Rehabilitation Act 1973 (Section 504)

This monograph, intended for Maine educators, presents basic information in question-and-answer format on assistive technology (AT) devices and services and the role of AT in delivering appropriate education to children with disabilities in the least restrictive environment. Questions and answers are divided into the following topics: (1) definitions, relevant provisions of the Individuals with Disabilities Education Act, the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act, and the role of the Individualized Education Program; (2) family involvement, including how and when families are involved, ways that schools and parents can work in partnership to ensure provision of AT devices and services, and responsibilities of parents, students, and teachers in maintenance and repair of AT; (3) assessment and evaluation of AT and components of an AT evaluation; (4) training and professional development on how to use the assistive technology devices; and (5) funding sources. Also behavioral therapy, education, and occupational therapy. The curriculum is broken up into 20 programs, each designed to provide in-depth teaching with reinforcement through repetition and skill building over a period of months to years. Emphasis is on generalization of skills through application in real-life situations and teamwork by parents and professionals. The basic principle underlying the programs is that of breaking tasks down into small incremental steps. The book's sections can be used independently but the programs within each section are designed for sequential presentation. Section 1 presents six programs to develop skill in recognizing and coping with one's own emotions. Section 2 offers 12 programs to develop communication and social skills. Section 3 discusses abstract thinking skills and offers a program concerned with figurative speech. Section 4 is about behavioral issues and includes a program to develop compliance. Five appendices include student handouts, templates, program tracking forms, a list of resources, and a glossary of terms. (DB)

ED 461 979 EF 006 048

Dudek, Mark
Kindergarten Architecture: Space for the Imagination. Second Edition.
PUB DATE- 01
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Architectural Character; Design Requirements; *Educational Facilities Design; Foreign Countries; *Kindergarten; Preschool Education
IDENTIFIERS- *Learning Environment; United Kingdom

This publication about pre-school nursery design illustrates major issues and ideas about these spaces and provides comprehensive guidance for the planners and designers of such spaces. The author presents examples of historical and contemporary kindergartens that demonstrate practical ways that educational theory can be incorporated into new buildings. The guide addresses such issues as whether kindergartens should be designed like homes away from homes, what spaces a modern nursery should have, and what special details should be considered to enhance the learning environment. The book also charts attempts made by educators and architects over the last 100 years to provide educational environments for young children. This revised edition features two new projects from Denmark and the United States and provides new source material throughout the book. (Contains 10 references.) (GR)

ED 461 980 EF 006 049

Building Performance: An Empirical Assessment of the Relationship between Schools Capital Investment and Pupil Performance. Research Report.
PUB DATE- 01
NOTE- 67p.; Report prepared by PricewaterhouseCoopers, England.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Educational Facilities Improvement; Educational Research; Elementary Secondary

movement which used the Q methodology, direct interviews with 45 people who were the main protagonists for the officialization of English in the 104th Congress and their main antagonists, and analysis of the discourse of advocatory literature, exemplar speeches, and radio debates on official English between these groups. Q methodology data involved 54 interviews examining the subjective positions and ideology of key players on both sides of the official English debate. Data analysis indicated that there are some relatively stable and recurring positions on the issue that frame the debate and can be directed toward defining different sets of problems as the objects of policy. People on both sides of the debate strongly agreed that the issue of English in U.S. public culture is a serious matter. (Contains 14 references.) (SM)

ED 461 999 FL 027 148

McCafferty, Kevin
Sure How Would the (Imminent) Future Ever Be after Becoming the (Recent) Past? Change in the Irish English "Be after V-ing" Construction.
PUB DATE- 02
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Diachronic Linguistics; Foreign Countries; *Grammar; Grammatical Acceptability; Irish; Language Patterns; Language Usage; *Tenses (Grammar); Uncommonly Taught Languages; Writing (Composition)
IDENTIFIERS- *English (Irish); Ireland

This paper examines the written use of the "be after V-ing" construction since the reintroduction of English into Ireland. Information comes from publications beginning in 1670, including 193 works by 87 authors providing 1,316 tokens of the construction. Results support Filppula's (1999) view of historical change in the use of this construction in Irish English. The shift from prospective to perfective meanings occurred throughout the 19th century. The diachronic pattern of use that was revealed provides a link between the historical picture of Bliss' (1979) anthology and modern grammatical accounts. The construction has undergone change in a process that has passed through four stages: 17th and 18th centuries ("be after V-ing" carries mainly prospective meanings, referring to future and non-actual states); early 19th century (while use of "be after V-ing" in prospective senses remains strong, half of all occurrences are now perfect); late 19th century (perfective connotations become more common as the use of "be after V-ing" in prospective senses continues to fall); and 20th century (the construction ceases to carry prospective meanings altogether, becoming almost exclusively perfective). The study highlights the value of examining the existing record of written Irish English usage. (Contains 58 references.) (SM)

ED 462 000 FL 027 149

Korth, Britta
Analyzing Language Biographies: Concepts of Language and Language Learning.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

test, and establish recommendations for alternative assessment methods for the language and literacy development of adult learners of English as a Second Language (ESL), is described and evaluated. Goals and needs of 117 adult students were determined, and plans for assessing their progress were developed. Benchmarks were created by identifying skills, behaviors, and attitudes indicating progress in cognitive, linguistics, and non-linguistic domains. Assessment processes and tools were field-tested and refined during the project's first year, then were adapted to multiple settings (workplace, drop-in center) in the second year. The project also determined the feasibility of aggregating data from alternative assessments for reporting purposes, developed a process and guidelines for and alternative assessment system in a variety of settings, and served as a demonstration site for teachers. It was found that the alternative assessment process itself was helpful for teacher development, and while alternative assessment is time-consuming, it enables teachers to substantiate promotion and retention decisions. Recommendations include further exploration of ways to streamline data collection, analysis, and reporting, and adoption of ESL proficiency standards for the Commonwealth of Virginia. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE)

ED 462 020 FL 801 168

Condelli, Larry
National "What Works" Evaluation for Adult ESL Students: Current Research and Theory on Effective Adult ESL Instruction. Meeting Summary.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.; Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 96
NOTE- 15p.; Meeting held in Washington, DC, May 10, 1996.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Educational Environment; Educational Objectives; Educational Trends; *English (Second Language); Instructional Effectiveness; *Learning Problems; *Learning Processes; *Literacy Education; Policy Formation; Student Characteristics; Teaching Methods; *Theory Practice Relationship; Trend Analysis

As part of the "National 'What Works' Evaluation for Adult ESL Students," a meeting of English-as-a-Second-Language (ESL) literacy experts and stakeholders was convened (May 10, 1996) to examine what theory and practice have to say about how ESL students acquire literacy skills, prevalent instructional approaches and methods, assessment issues to be addressed, and key variables in adult ESL learning. The report first summarizes five main issues raised during the meeting: (1) a need for guidance to inform policy and practice; (2) a need to recognize that adult basic education and ESL are different, and ESL learning processes pose more problems; (3) identification of the goals and purposes of ESL; (4) characteristics of ESL learners that may affect learning; and (5) how the ESL instructional environment affects learning. It then lists the key variables seen as affecting second language learning and literacy development and potential by-products of the study for assessment and instruction. A list of presenters and attendees at the meeting is included. (Adjunct ERIC Clearinghouse on Literacy Education) (MSE) academic satisfaction differed for each outcome. For African American students in the sample, academic achievement was primarily related to background characteristics, but not to race-related campus experiences. A negative campus environment appeared to have a negative effect on student satisfaction, but not on academic performance. It also appeared that ethnic identity, as an individual characteristic a student brings to college, is a strength that enhances student academic performance. (Contains 4 tables and 43 references.) (SLD)

ED 462 041 HE 034 654

Hughes, Robin L.
Whistling Dixie, Raising the Confederate Flag and Other Welcoming Mats: African-American Students Talk about Change at Big Texas State University.
PUB DATE- 02
NOTE- 22p.; Paper presented at the Joint National Conferences of the National Association of African American Studies, National Association of Hispanic and Latino Studies, National Association of Native American Studies, and International Association of Asian Studies (Houston, TX, February 11-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; *Black Students; *College Students; *Educational Environment; Educational Policy; Equal Education; Higher Education; *Minority Groups; *Racial Discrimination; *Student Adjustment; Student Attitudes
IDENTIFIERS- African Americans; Texas

The responses of African American college students to the campus environment at a large Texas university were studied through interviews that focused on student adjustment to the college environment and the university's response to students of color. Many studies have documented that black students are affected by the perception of discrimination on campus. Recently, educational affirmative action policies have come under direct attack, and this has been particularly true in Texas, where anti-affirmative action policies have been extended to nonrace-based financial aid and scholarships. At the large institution studied, students of color and other students were aware of the "other" education a university provides, the opportunity for personal growth and development that comes from social and intellectual interactions on campus outside of class. Students of color at the university studied thought that the university does not provide sufficient outlets for social integration for any minority student. Even though the university advertises more than 700 opportunities for student participation, few make black students welcome. The university is known for its strong sense of tradition, and the traditions of the university do not make the black student comfortable. Overt racist symbols and incidents are common on campus and in the surrounding town. Very few faculty members or administrators are black, and there are few opportunities for mentoring or personal relationships with minority faculty. The paper makes some recommendations for policy to support minority students: (1) form activities to involve these students; (2) recruit minority faculty, staff, and students; and (3) develop the sensitivity needed to hear the "white noise" on campus. (Contains 53 references.) (SLD)

ED 462 042 HE 034 656

Aid; Grants; Higher Education; *Paying for College; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- Direct Lending; Family Education Loan Program; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

This Braille publication discusses federal student aid programs for postsecondary education and how to apply for them. It begins by outlining sources for finding out about student aid and offers tips for choosing schools carefully. The guide presents general information about federal student aid, including eligibility in terms of need and dependency status, the application process, special circumstances, deadlines, and important telephone numbers. It also provides more detailed descriptions of the Federal Pell Grant Program, the Federal Direct Student Loan Program, the Federal Family Education Loan Program, and campus-based programs, such as Federal Supplemental Educational Opportunity Grants, the Federal Work-Study Program, and Federal Perkins Loans. The guide also describes borrower rights and responsibilities, loan deferment procedures, loan cancellation procedure, and a glossary of important terms. (SLD)

ED 462 063 IR 020 837

Teaching with Technology. NEA Teacher-to-Teacher Books.
PUB DATE- 99
NOTE- 94p.; Sabrina Holcomb is the series editor.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; Instructional Design; *Instructional Innovation; *Teachers; *Teaching Methods
IDENTIFIERS- Technology Integration

NEA Teacher-to-Teacher Books are designed to promote team building, to enhance collegial leadership, and to give all K-12 teachers ideas and strategies for improving student learning. This book describes the personal odysseys of six teachers who have used technology to transform their teaching. Each story illustrates step-by-step how the teachers integrate technology into their school curriculum. The teachers share the strategies they have used to start up programs, get around stumbling blocks, and find needed funds for equipment and software. They also describe how they use technology to help their students develop the critical thinking and interpersonal skills they need to become better learners. Each chapter includes diagrams, checklists, or tables to help other teachers develop, facilitate, or improve similar programs in their district. At the end of each chapter is a "Reader Reflections" page where readers can jot down immediate thoughts and ideas to follow up on. Ferdi Serim, a computer resource teacher in the Princeton Regional Schools, works with social studies, science, and language arts classes on a Year 2000 project that explores the impact of society's reliance on technology. Technology coordinator Janis Lowe describes how she and her colleagues at Roosevelt-Perry Elementary, a Title I school and State Model Technology School, use technology to improve reading, help teachers control their workload, and link the school to the surrounding community. Al Bode, a high school Spanish teacher, uses the Internet to provide his students with a cultural and routers, switches, and network servers that are necessary to transport information to individual classrooms. In addition, a preliminary estimate of the amount of e-rate funding requested for the fourth program year is included. Findings show that funds were sufficient for telecommunications service and Internet access but not for internal connections. A table providing annual data by state for each category is appended. (Contains 66 references.) (MES)

ED 462 081 IR 058 425

Alabama Public Library Service Annual Report, 2000. Year in Review.
SPONS. AGENCY- Institute of Museum and Library Services, Washington, DC.
PUB DATE- 00
NOTE- 18p.; Funded by the Library Services and Technology Act.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Information Services; Library Automation; Library Development; Library Networks; Library Planning; *Library Services; *Library Statistics; *Public Libraries; Reference Services; State Libraries
IDENTIFIERS- *Alabama Public Library Service; Library Services and Technology Act 1996

The objectives of the Alabama Public Library Service are to: provide library services to the citizens directly or through local libraries; provide library services for those with special needs through the Regional Library for the Blind and Physically Handicapped; provide library services to employees of the State of Alabama to meet their work-related information needs; assist in establishing cooperative library services and networks; provide continuing education opportunities for librarians; and provide consulting services to public libraries. To accomplish these established objectives, the agency provides services to individuals, libraries, and institutions through its divisions: Office of the Director; Evaluation and Research; Administrative Services; Networking, Planning and Development; Regional Library for the Blind and Physically Handicapped; Information Services; Technical Services; and Automated Services. The Agency is responsible for the administration and distribution of state aid for public libraries and an annual competitive grant program under the Library Services and Technology Act (LSTA). Following a description of the Agency departments and divisions, Agency highlights, by division, are presented for fiscal year 2000. State aid and LSTA totals for 2000 are listed at the end of the report. (AEF)

ED 462 082 IR 058 426

Meldrem, Joyce A., Ed.; Johnson, Carolyn, Ed.
Brick and Click Libraries: How Do We Support Both? Proceedings of a Regional Academic Library Symposium (Iowa, Kansas, Missouri & Nebraska) (1st, Maryville, Missouri, October 26, 2001).
PUB DATE- 01
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Conference Papers; Higher Education; *Information Services; *Information Systems;

Carolina Community College Systems.
PUB DATE- 99
NOTE- 273p.; Doctoral Dissertation, North Carolina State University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Attitudes; *Administrator Characteristics; Career Change; *Career Ladders; *Community Colleges; *Professional Development; Two Year Colleges; *Women Administrators
IDENTIFIERS- *California Community Colleges; *North Carolina Community College System

This study examined which variables influenced the career paths of women administrators in the North Carolina and California community college systems. Results of regression analyses on the 643 respondents (189 from California, 454 from North Carolina) indicate that: (1) there was no significant difference in the odds of desiring to advance for the two groups of women; (2) age increased the odds of desiring to advance by 6.67% for each year after age 25, but the odds began to decrease at age 37; (3) for each increase in advanced degree, the odds of desiring to advance increased 6%; (4) the odds of desiring to advance decreased 1.7% for each year at an administrative level, decreased 1.49% for each year at the institution, and decreased 8.78% for each increase in administrative level; (5) the odds of desiring to advance increased 35% for each level of willingness to move, increased 7% for each campus committee/task force served on, and increased 12.5% for each external committee/task force served on; (6) women who possessed a doctorate or were working on one were 2.29 times more likely to desire to advance than women who were not working on a doctorate or possessed one; and (7) California women desired to advance 1.6 times more than women in North Carolina. (Contains 21 tables, 3 figures, 15 appendices (including the survey instrument), and 261 references.) (KP)

ED 462 101 JC 020 168

Los Angeles Community College District: It Has Improved Its Procedures for Selecting College Presidents.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Selection; *Audits (Verification); *College Presidents; *Community Colleges; *Educational Policy; Leadership; *Search Committees (Personnel); State Regulation; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

This auditor's report reviews the procedures used by the Los Angeles Community College District (California) to select its college presidents. In September 1999 the district revised its procedures by designating a person who is solely responsible for ensuring compliance with board procedure, establishing timelines for the selection process, and having a greater proportion of selection committee representatives appointed from the campus community. These revisions have improved the accountability of the process and provide for greater community involvement. The district has been slow to replace interim presidents, and in four instances since 1995, the district had an interim president at a college longer than state regulations

Technology; Institutional Cooperation; Organizational Development; Outreach Programs; Partnerships in Education; Program Administration; *Program Improvement; *Strategic Planning; Two Year Colleges

IDENTIFIERS- *Houston Community College System TX

The first part of this report summarizes the Houston Community College System's (HCCS) (Texas) level of achievement toward accomplishing the strategic planning goals and objectives for 1997-2000, as outlined in a previous document, "A Vision for the Future." Overall, HCCS achieved or partially achieved 88% of its established goals and objectives. HCCS has opened seven new facilities, which enabled the colleges to consolidate multiple leased facilities and vacate an evening-only facility. In addition, a new administrative center was purchased, which allowed consolidation and sale of five deteriorated buildings. Part 2 of the report identifies seven indicators that are critical to measuring institutional effectiveness: (1) access and equity; (2) student progress/student satisfaction; (3) workforce programs; (4) university transfer; (5) economic development and lifelong learning; (6) cultural and cross-cultural development; and (7) institutional support. Highlights of Part 2 include: the findings that the percentage of fall semester student course completers remained constant at about 77% for the 3 plan years; 85% of employers indicated they would recommend hiring an HCCS graduate; and 82% of HCCS graduates felt their academic preparation was good or excellent. Part 3 offers overall results of unit planning and evaluation; Part 4 offers overall results of the educational program review. (NB)

ED 462 122 JC 020 191

Fiscal Year 2000 Unit Cost Report for the Illinois Public Community Colleges.

PUB DATE- 01

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Colleges; Cost Effectiveness; Cost Estimates; *Costs; Economic Impact; *Educational Finance; Expenditures; *Operating Expenses; Organizational Effectiveness; *Program Costs; Public Service; Two Year Colleges; *Unit Costs

IDENTIFIERS- *Illinois Community College System

This report shows net instructional unit costs from fiscal year 1995 through fiscal year 2000. The five sections are: (1) Comparison of Fiscal Year 2000 Net Instructional Unit Cost with Previous Years; (2) Net Instructional Unit Cost in Illinois Public Community Colleges Since Fiscal Year 1995; (3) Fiscal Year 2000 Net Instructional Unit Cost, Full Instructional Unit Cost, and Total Instructional Unit Cost; (4) Fiscal Year 2000 Indirect Instructional Support Cost; and (5) Fiscal Year 2000 Net Instructional Unit Cost by Fundable Instructional Categories. Some of the highlights presented include: (1) the fiscal year 2000 state average net instructional unit cost was $187.34, representing an increase of $9.01 (5.0%) from the fiscal year 1999 state average of $178.33; and (2) public service expenditures decreased $0.4 million in fiscal year 2000 to $126.6 million, expenditures that include noncredit community education and community service activities for governmental agencies, local business and industry, and the general community. Appended are the total expenditure reports and a state summary of net instructional unit cost per credit homicides of children and youth. Specific types of juvenile homicide victimization are discussed in further detail, including maltreatment homicides, abduction homicides, and school homicides. Finally, initiatives designed to prevent homicides of children and youth are explored. (Contains 21 references.) (EV)

ED 462 142 PS 030 038

PEEP Annual Report, April 2000-March 2001.
PUB DATE- 01
NOTE- 29p.; For 1999-2000 Annual Report, see ED 445 820.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Early Intervention; Emergent Literacy; Family Programs; Foreign Countries; Home Programs; Language Acquisition; *Parent Education; *Parents as Teachers; Preschool Education; *Young Children

The goal of England's Peers Early Education Partnership (PEEP) is to support early communication and literacy skills and to support parents as their children's first educators through both home- and group-based programs. The program is currently offered to children under 5 years of age and their families in a disadvantaged area of Oxford. This annual report details the partnership's major accomplishments for April 2000 through March 2001, a period spanning PEEP's sixth year. The major accomplishments of PEEP are: (1) establishment of PEEP Link, which has greatly increased family contacts; (2) set up of PEEP Learning, Ltd.; (3) publication of the "Learning Together" series; and (4) publication of "PEEP Voices." Difficulties related to managing the rate of development and ensuing work pressure, securing funding to match the rate of development, and problems with premises are also discussed. Additional sections address PEEP's collaboration with Rose Hill-Littlemore Sure Start, human resources, research, dissemination and replication, and training. The report also contains the partnership's financial statement, and outlines plans for Phase 2 of the project (2000-2005). Three appendices include information on the program's trustees and management team, provide additional information about PEEP, and list PEEP's publications and contacts. (EV)

ED 462 143 PS 030 043

Njenga, Ann; Kabiru, Margaret
In the Web of Cultural Transition: A Tracer Study of Children in Embu District, Kenya. Early Childhood Development: Practice and Reflections. Following Footsteps.
PUB DATE- 01
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Children; Comparative Analysis; Cultural Context; Cultural Influences; Foreign Countries; Life Style; Longitudinal Studies; *Outcomes of Education; *Preschool Education; *Preschool Teachers; Primary Education; Student Adjustment; Teacher Education; *Teacher Qualifications; Values
IDENTIFIERS- Kenya

Funding from the Bernard van Leer Foundation was used to conduct this longitudinal study in the Embu District of Kenya to

IDENTIFIERS- Family Community Relationship; Family Support

Based on the view that communities that have good schools and better educated residents are safer, more stable communities where business and families thrive, this pamphlet describes how community-based organizations can support family-school compacts and affirm the importance of family and community involvement in student learning. The pamphlet details the components of a community-based organization promise to involve the organization in a family-school-community partnership. The pamphlet also includes a form for joining the Partnership for Family Involvement in Education and delineates materials available from the U.S. Department of Education providing guidelines on getting families involved in education. Finally, the pamphlet describes ways a community can support schools and family involvement in education through: (1) combating alcohol, drugs, and violence; (2) providing mentoring programs; (3) enlisting community volunteers; (4) offering before- and after-school, weekend, and summer learning programs; (5) supporting early childhood development and preschool programs; and (6) teaching parenting skills. (KB)

ED 462 163 PS 030 095

Parent Organizations and Schools: Team Up for Kids!
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; Parent Associations; Parent Participation; Parent School Relationship; *Parents; *Partnerships in Education; *Schools
IDENTIFIERS- Family Support

This pamphlet notes how active family involvement in education can benefit children's achievement, attitudes, schools, and teachers. It describes how families and schools can work together to contribute to the education process. The pamphlet details the components of a family-school partnership promise to work together, exchange information, share decision-making, and collaborate for children's learning. The pamphlet also includes a form for joining the Partnership for Family Involvement in Education and delineates materials available from the U.S. Department of Education providing guidelines for getting families involved in education. Finally, the pamphlet describes ways parent organizations and schools can support family involvement in education by: (1) opening the lines of communication and making families feel welcome as equal partners; (2) giving teachers the tools to reach out to families; (3) setting high expectations for children by helping them enroll in challenging courses; (4) using technology to link parents to the classroom; (5) overcoming language barriers; and (6) encouraging communities to join family-school partnerships. (KB)

ED 462 164 PS 030 096

Religious Organizations: Come Together for Kids!
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English

and where it can do damage; (5) "Getting the Lead Out!," making students familiar with lead abatement procedures and allowing students to survey their homes; (6) "Family Lead Alert: Students as Teachers," in which students profile their families to determine if their nutritional practices prevent unnecessary lead absorption; and (7) "LEADing Questions," incorporating creative problem solving regarding lead in the environment. Each lesson includes learning objectives, an introductory statement, a list of necessary materials, management suggestions, procedural instructions, safety concerns (if necessary), extension suggestions, and assessment ideas. "The Lead Detectors," a radio script and audiotape intended to be listened to or performed by middle school students (with accompanying poster) is provided as a companion to the curriculum. The play's radio mystery format allows students to perform without scenery, props, costumes, or line memorization. (Contains 32 references.) (KB)

ED 462 184 PS 030 133

National Survey of Child and Adolescent Well-Being (NSCAW). State Child Welfare Agency Survey Report.
PUB DATE- 01
NOTE- 68p.; For Local Survey Report, see PS 030 134. Produced by the National Survey of Child and Adolescent Well-Being (NSCAW) Research Group.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Agencies; Agency Cooperation; *Child Welfare; *Children; *Delivery Systems; Innovation; National Surveys; Program Descriptions; Public Policy; Welfare Services; *Well Being

To study children and families who come into contact with the child welfare system, the Children's Bureau of the Administration on Children, Youth and Families conducted the National Survey of Child and Adolescent Well-Being (NSCAW). As part of that larger study, this report provides a cross-sectional national overview of child welfare services as reported by 46 state administrators who participated in the State Agency Discussion Guide interview. Data were analyzed within four major categories: (1) factors affecting child welfare policies and services; (2) child welfare agency organization and service delivery; (3) innovative programs; and (4) the future of child welfare. Key findings include the following: (1) two-thirds of respondents reported that the Adoption and Safe Families Act resulted in enhancements or changes in child safety, permanency, collaboration with courts, or data collection; (2) there has been an increased emphasis on formal collaborations between agencies and groups providing services to those children and families served by child welfare agencies; (3) there has been increasing participation in multidisciplinary teams, involving more partners and beginning at an earlier stage in the assessment process; (4) areas of concern about child welfare's future included insufficient funding, increasingly complex caseloads, and workforce issues; and (5) the most frequently reported promising development included the growing emphasis on prevention and early intervention, collaboration with other service providers, involvement of families in decision-making, and evaluation and outcomes. The report's three appendices include the State Agency Discussion Guide, a table delineating innovative state programs, and a list of state liaison officers. (Contains 5

Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 201 PS 030 173

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 6.
PUB DATE- 01
NOTE- 41p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; *Catholic Schools; *Educational Objectives; *Elementary School Curriculum; *Elementary School Students; Fine Arts; Foreign Countries; *Grade 6; Health Education; Intermediate Grades; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 6 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 6 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Language Arts in Language Programs (Immersion and Bilingual)"; (5) "Mathematics"; (6) "Science"; (7) "Social Studies"; (8) "Information and Communication Technology"; (9) "Physical Education"; (10) "Health"; (11) "Fine Arts"; and (12) "Language Programs and Courses Other than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 202 PS 030 174

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 7.
PUB DATE- 01
NOTE- 46p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for

Research Needs; Vocational Education
IDENTIFIERS- *Career and Technical Education

A study examined the relationship between: (1) the balance struck between career and technical education (CTE) and academic course-taking during the high school years; and (2) academic achievement, persistence in high school, and postsecondary destinations. Data for the study were drawn from the National Education Longitudinal Study of 1988. The surveys, cognitive tests, and high school transcript information used in the analyses were collected between 1988, when sample members were eighth graders, and 1994, when most sample members were 2 years beyond high school graduation. Some of the results of the analyses are the following: (1) academic concentrators show the highest 1992 achievement, followed by dual (academic and vocational) concentrators, then by students who fulfilled neither concentration, and then by CTE concentrators; (2) after controlling for prior achievement, grades, and student background characteristics, the risk of dropping out is lowest near the point at which a student completes three Carnegie units of CTE for every four Carnegie units of academic subjects (ratios above or below that point are associated with higher drop-out rates); and (3) almost all students were either in postsecondary education or working, or both, in 1994, with academic concentrators most likely to be in full-time school and CTE concentrators most likely to be in full-time employment. The study concluded that further research is needed to determine what characteristics of a high school experience that focuses too exclusively on CTE or academic education increase the risk of dropping out, and what types of integration of academic and vocational education are most successful. (Contains 27 references.) (KC)

ED 461 722 CE 082 760

Group Training Apprenticeships and Traineeships. Research at a Glance.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Apprenticeships; *Cooperative Education; Developed Nations; Educational Needs; Educational Research; Foreign Countries; Group Experience; Group Instruction; *On the Job Training; *Outcomes of Education; *Partnerships in Education; Postsecondary Education; Program Implementation; Secondary Education; Small Businesses; Teaching Methods; Trainees; *Trainers; Vocational Education; Work Experience Programs
IDENTIFIERS- *Australia; Intermediaries

A search of recent research on group training apprenticeships and traineeships in Australia found that group training companies (GTCs) are making a strong contribution to Australia's apprentice and trainee system. Key findings include the following: (1) group training apprentice and trainee numbers doubled over the period of 1995-2000; (2) over the same period, GTCs increased their market share by 1 percent, a considerable achievement in that this occurred during a period of rapid growth in the sector as a whole; (3) host employers serviced by GTCs are overwhelmingly (90 percent) small- or medium-sized businesses; (4) overall, group training apprentices and trainees are more concentrated in the traditional trades than across all areas; (5) GTCs have the largest proportion of teenage apprentices and trainees of all major employer types

IDENTIFIERS- *Congress 106th

This publication documents a congressional hearing on the Agricultural Job Opportunity Benefits and Security Act of 1999, which focuses on these three major concerns: the United States (US) is the home of a large and growing number of undocumented agricultural workers; the current H-2A Program is administratively burdensome, does not work well for workers or employers and could be replaced by a registry; and the bill provides a route to legal residence for farm workers and enhances protections, wages, and labor conditions. An opening statement by Senator Spencer Abraham of Michigan is followed by testimony and/or statements from Representatives from the States of California and Georgia; Senators from the States of Idaho, Florida, and Oregon; and individuals representing the United Farmworkers of America, AFL-CIO; Lutheran Ministry to Farmworkers, Woodburn, Oregon; National Council of Agricultural Employers, Washington, DC; Office of Research, Advocacy, and Legislation, National Council of La Raza; and American Farm Bureau, Traverse City, Michigan. (YLB)

ED 461 740 CE 082 868

Curran, Vernon; Noseworthy, Tanya
Distance Learning and the Health Professions: A Synthesis Report of the Literature Investigating Continuing Professional Health Education at a Distance.
PUB DATE- 99
NOTE- 385p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Audiotape Cassettes; Broadcast Television; Closed Circuit Television; *Computer Assisted Instruction; Computer Managed Instruction; Correspondence Study; Developed Nations; *Distance Education; Educational Research; Educational Technology; Foreign Countries; *Health Personnel; Internet; *Printed Materials; *Professional Continuing Education; Radio; Rural Areas; Teaching Methods; *Teleconferencing; Videotex
IDENTIFIERS- Canada; *Video Teleconferencing

This synthesis report provides an extensive overview of literature evaluating use and effectiveness of distance learning technologies in delivering continuing education (CE) for health professionals. Chapter 2 discusses advantages and disadvantages of correspondence materials, explores suggestions for improving print-based learning materials, and identifies resources for information regarding effective design of print-based CE programs. Chapter 3, on audio-mediated technologies, focuses on these three: audio teleconferencing, radio, and audiocassettes. Each is reviewed, advantages and disadvantages are explored, and examples of its application in delivery of CE are provided. Chapter 4 examines video-mediated technologies, their advantages and disadvantages and their use in CE. They include videoconferencing, broadcast and closed-circuit television networks, slow scan video, and video-based satellite broadcasting. Chapter 5 describes computer-mediated learning (CML) technologies: CD-ROM, interactive videodisc systems, and Internet and World Wide Web. Many advantages are addressed: storage capacity, rapid access to information, place and time independence, interactive learning, individualized instruction, self-paced learning, learner control, just-in-time learning, cost savings. Disadvantages are considered: costs, technical limitations, security, and access. CML planning and managing are then discussed. (Appendixes include a summary of increasing postsecondary education opportunities for low-income families with children through changes in TANF and other programs aimed at low-income families might eventually reduce state expenditures for public assistance by enabling adults to achieve financial self-sufficiency. Pilot projects in several states and related research studies have confirmed the benefits of increasing postsecondary education opportunities for welfare recipients. (Summaries of the positions of 11 organizations that have examined issues relevant to education/training and TANF reauthorization are included.) (MN)

ED 461 756   CE 082 896

Relave, Nanette
Career Advancement for Welfare Recipients and Low-Wage Workers.
SPONS. AGENCY- Department of Labor, Washington, DC.; Annie E. Casey Foundation, Baltimore, MD.; David and Lucile Packard Foundation, Los Altos, CA.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; Administration for Children and Families (DHHS), Washington, DC.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Career Counseling; *Career Development; Career Planning; Counseling Services; Economic Development; Education Work Relationship; Educational Finance; Educational Practices; Educational Research; Financial Support; Guidelines; Job Placement; Job Skills; Job Training; *Labor Force Development; Literature Reviews; Needs Assessment; Policy Formation; Position Papers; Private Sector; *Program Design; *Promotion (Occupational); Public Policy; Public Sector; Skill Development; State Action; State Programs; Strategic Planning; Welfare Recipients; Welfare Reform; *Welfare Services; Working Poor
IDENTIFIERS- *Temporary Assistance for Needy Families

To help families leave public assistance and escape poverty, the public sector must invest in career advancement strategies that enable parents to access jobs with family-supporting wages, benefits, and opportunities for career advancement. Welfare time limits have made career advancement more important than ever. The following services promote career advancement for welfare recipients and low-wage workers: job placement and career planning; skill development through education and training; long-term employment and economic development strategies in specific sectors; and support services. The following are among recommendations for agencies selecting vendors or designing career advancement programs: (1) work closely with employers to identify jobs in demand; (2) focus on the quality of jobs and target firms with good jobs and opportunities for growth and advancement; (3) develop training curricula in terms of documentable competencies and skills; and (4) provide support services to help clients with family and employment-related needs. Partnerships are critical for career advancement initiatives. They can include public agencies, employers, unions, community and economic development agencies, training providers, and social support agencies. Research has identified program models and innovative practices that have proved successful in promoting good jobs and advancement among welfare recipients and the working poor. (Nine resource contacts and 22 references publications are listed.) (MN) resources on drug abuse and the brain. (JBJ)

ED 461 773 CG 031 024

Fertman, Carl I.; Schlesinger, Jo; Fichter, Cele; Tarasevich, Susan; Zhang, Xiaoyan; Wald, Holly

Student Assistance Program in Pennsylvania, July 1, 1998 to June 30, 1999. Evaluation Report.

PUB DATE- 99

NOTE- 84p.; For the second year Evaluation Report, see ED 447 373.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adolescents; *Behavior Modification; Children; Drinking; *Drug Education; Elementary Secondary Education; Evaluation; Illegal Drug Use; *Intervention; *Prevention; Smoking; Special Health Problems

IDENTIFIERS- Pennsylvania; *Student Assistance Programs

Recent research points to two types of strategies for preventing substance abuse and behavioral health problems among children and adolescents. The first approach emphasizes tobacco, alcohol, and drug resistance skills; problem-solving/decision-making training; stress management; and modification of attitudes and norms that encourage substance use and violence. The second involves the coordinated use of multiple societal institutions, such as family, community, and schools, for delivering programs. The Pennsylvania Student Assistance Program (SAP) promotes both of these approaches through consistently enforced policies at school, as well as early identification, intervention, and support to students and their families. An evaluation was conducted to investigate six areas of SAPs and to help develop a framework to guide future evaluations. The 6 areas are: (1) referral process; (2) parent consent practices; (3) intervention services; (4) contract provider assessments; (5) school-based probation officers involvement; and (6) improvement and satisfaction. The primary findings indicate that the SAP teams are working; that parents are involved; that services are being provided both in school and in the community; and that the students involved in SAPs are showing definite improvement. Further analyses that would link process with outcome are recommended for future study. (Contains 38 references.) (JDM)

ED 461 774 CG 031 482

Ibrahim, Abdel-Sattar; Ibrahim, Radwa M.

Anxiety, Depression, Hostility and General Psychopathology: An Arabian Study.

PUB DATE- 01

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Anxiety; Attitude Measures; *Cultural Differences; *Depression (Psychology); Etiology; Foreign Countries; *Hostility; Influences; *Psychopathology; Research; Role; *Sex Differences; Socioeconomic Background; Surveys

IDENTIFIERS- *Psychosocial Factors; Saudi Arabia

In Arabian cultures, the psychosocial characteristics of psychopathological trends, including depression, anxiety, and hostility remain largely unknown. Scales measuring depression, anxiety, and hostility were administered to a voluntary sample of 989 Saudi Arabian men and 1,024 Saudi women coming from different social, economical, and educational backgrounds. The effectiveness of the evaluation is dependent upon mentoring new counselors and teachers in collaborative decision-making skills regarding the evaluation process. (JDM)

ED 461 796   CG 031 544

Synatschk, Katherine O.
Ensuring Professionally Relevant Supervision and Professional Development: A District-Level Experience.
PUB DATE- 02
NOTE- 10p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; Elementary Secondary Education; *Evaluation; Guidance; Guidance Objectives; Personnel Evaluation; *Professional Development; Program Effectiveness; *School Counselors; School Guidance; *Supervision; Urban Schools

School counselor supervision, evaluation, and professional development are critical to the successful implementation of a school guidance program. This discussion contributes to understanding the benefits and necessity of an appraisal system for counselors that is aligned with the comprehensive guidance program model. This document describes the experiences of the Austin Independent School District when they executed a five-year plan for restructuring their guidance and counseling program and implementing the comprehensive guidance program model. Recommendations for others undergoing this process are provided along with lessons learned. (JDM)

ED 461 797   CG 031 545

Fuston, Judith; Hargens, Mark
Extending Program Resources: Meeting Necessity with Invention.
PUB DATE- 02
NOTE- 9p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comprehensive Guidance; *Cooperation; Efficiency; Elementary Secondary Education; Guidance; Guidance Objectives; Mentors; *Organizational Effectiveness; *Partnerships in Education; School Community Relationship; *School Counseling; School Districts; School Guidance; Social Workers
IDENTIFIERS- AmeriCorps; Boy Scouts of America

This document describes collaborative strategies used by one school guidance department that allow counselors to complete their designated work without extending their school day. One strategy involves pairing mentors with first-year counselors to help answer their questions. Another uses retired counselors as "substitutes" when regular counselors are out for an extended period. Computers are used to administer aptitude surveys and provide college and scholarship information. Working with teachers ensures that career information is provided for each curriculum. Collaboration is also encouraged with community groups such as Boy Scouts and AmeriCorps. Working with the Division of Family Services provided a means for hiring school

NASP Premier Partnership Paper.

PUB DATE- 02

NOTE- 17p.; Document prepared especially for the National Association of School Psychologists National Convention (Chicago, IL, February 26-March 2, 2002).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Counseling Services; *Counselors; Delivery Systems; Elementary Secondary Education; *Mental Health Programs; *Mental Health Workers; School Health Services; *School Policy; School Restructuring; Student Personnel Services; *Student Personnel Workers

Concerns about enhancing availability and access to mental health services in schools range from sparse resources to the proliferation of piecemeal and overspecialized interventions arising from categorical funding. This paper discusses such concerns and stresses that they must be addressed from a perspective that fully appreciates the degree to which school policies and practices marginalize student support programs and services. Changing all this is discussed in terms of reframing school reform to fully address barriers to student learning. Finally, a proactive agenda addressing the implications for new directions for pupil personnel professional is suggested. (Contains 40 references.) (Author/JDM)

ED 461 820 CS 014 430

Eller, Jeanie

FUNdamentals: A Research-Based, Phonics Tutorial Learn To Read Program. Educational Kit .

PUB DATE- 00

NOTE- 105p.; Fundamentals Learn to Read Kit includes: 6 step-by-step, instructional audio cassette tapes (total running time: 10 hours); a 102-page workbook; 17 game boards and flash cards sets; songs, games, exercises, and activities; and an instructional video overview (running time: 30 minutes).

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- Adult Learning; *Beginning Reading; Elementary Secondary Education; Handwriting; Higher Education; *Phonics; Reading Comprehension; Reading Difficulties; *Reading Improvement; *Reading Instruction; Reading Programs; *Reading Skills; Spelling

IDENTIFIERS- Direct Instruction

FUNdamentals puts the "FUN" back in learning for all age groups. FUNdamentals is an intensive, systematic phonics learn-to-read program that helps improve comprehension, spelling, and penmanship. It is designed for use by every age group. Formulated for use with learners from preschool through adult ages, FUNdamentals is the key to learning to read the English language. Parents can use it to teach young children the skill or reading before they enter school. It is a useful home tutorial to quickly and properly teach reading to any grade level K-12. College students and adults with poor reading skills can utilize this product in the privacy of their homes and achieve quick solutions to reading difficulties. The program's educational kit covers learning areas such as

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Parent Attitudes; *Parent Participation; Primary Education; *Reading Aloud to Others; *Reading Attitudes; Reading Improvement; Reading Programs; *Reading Skills

This report describes a project for increasing parental involvement through the existing reading program. The targeted first and second grade students lived in growing rural, Midwestern, low to middle class communities located in north central Illinois. The problem was noted in literature by researchers who found that parents had a very limited involvement in their student's education. The problem was documented further through data from surveys and teacher observations. Analysis of the probable cause data, as well as the professional literature, revealed that several possible causes existed for the lack of parental involvement. Parent's lack of time, their comfort level, and lack of understanding of how to be involved contributed to their lack of participation. The solution strategies consisted of providing parents with opportunities to assist their students in reading projects both at home and at school. Parents were asked to read a favorite family story or poem to the class. Upon completion of the story/poem the parent and their child involved the entire class in an activity. Suggestions of activities for parents to share with students included: an art project, social skills lesson, writing activity, or correlating with other curriculum areas. This approach encouraged parents to feel comfortable working with their students as well as their participation in the classroom setting. The classroom instructor measured the effect of this intervention. The primary investigator completed the responsibility of gathering surveys, journals, and teacher observation checklists. All modes of gathering data were completed on a daily basis. Post intervention data indicated an increase in student reading attributed to parental involvement. (Contains 20 references, and 4 tables and 3 figures of data. Appendixes contain parent surveys; forms to record books read; letters to parents; and a follow-up survey.) (Author/RS)

ED 461 840 CS 014 622

Lewis, Dawn P.
Teachers' Perceptions Regarding the Effects of Marital Disruption on Children's Reading Performance and Attitudes.
PUB DATE- 02
NOTE- 45p.; Master of Arts Thesis, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Divorce; Elementary Education; *Elementary School Teachers; Marital Status; *Reading Achievement; Reading Attitudes; Reading Research; *Sex Differences; *Teacher Attitudes; *Teacher Expectations of Students; Teacher Response

This study was conducted to examine teachers' expectations regarding the reading achievement of children from divorced and intact families. Sixty elementary school teachers participated by completing a survey. Four variations for the survey were distributed. Each version differed from the others only to the extent that the introductory statement was modified to change the sex of the hypothetical child and the marital status of the hypothetical child's mother. The teachers numerically rated their hypothetical child on seven academic characteristics and

Standing Committee on Teacher Preparation and Certification. Endorsed by NCTE's Executive Committee, February 1996.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; English Instruction; *English Teacher Education; Guidelines; Job Skills; *Knowledge Level; *Language Arts; Mentors; *Preservice Teacher Education; Teacher Attitudes; Teacher Certification; *Teacher Characteristics; Teacher Education Curriculum; *Teacher Qualifications

Serving as a guide for developing and/or assessing teacher-preparation programs in English language arts, this newly expanded document opens with a set of general underlying principles and then examines closely the attitudes, knowledge, and pedagogical skills that effective teachers should demonstrate. New to the 1996 edition are chapters that: identify the characteristics of effective teacher-preparation programs; relate the guidelines to the National Council of Teachers of English/International Reading Association "Standards for the English Language Arts" and to other professional organizations' standards; discuss how preservice English language arts teachers can make an effective transition to the classroom; and show how teachers can best use inservice training to develop professionally. An appendix presents "A Personal View from a Beginning Teacher" by Larry Crapse. (RS)

ED 461 861 CS 217 811

Crafton, Linda K.
Standards in Practice, Grades K-2.
PUB DATE- 96
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Diversity (Student); *Educational Practices; *English Curriculum; *Language Arts; *Literacy; Primary Education; *Standards
IDENTIFIERS- International Reading Association; National Council of Teachers of English

Viewing the English language arts standards developed by the National Council of Teachers of English and the International Reading Association as a point of departure rather than a final destination, this book presents a number of ways to increase student ownership of learning. The book details a pedagogy that recognizes, respects, and builds from individual language strengths and experiences, and in each chapter presents a rich classroom portrait of the standards at work in student-centered, real-world experiences and activities. In the book, students direct the inquiry process in chapters on interest groups and the Iditarod dogsled race; in other chapters, their teachers learn to respond to growing cultural diversity in the classroom, shift from basal readers to literature-based learning, and rethink the purposes of assessment in a chapter on "real kid report cards." Throughout the book, students and teachers learn together as they develop language and literacy skills for the coming century. (Each chapter contains references.) (NKA)

Learned about Evaluating Writing" (Tony Tendero). Part IV presents resources for teacher-researchers: networks, both online and off, where other teacher-researchers offer discussion, response, and drafts of their work; information on grants available to teacher-researchers; descriptions of courses and contexts for conducting teacher research; and a bibliographic essay of suggested reading. (RS)

ED 461 881 CS 217 839

Smith, Mary Ann, Ed.; Juska, Jane, Ed.
The Whole Story: Teachers Talk about Portfolios.
PUB DATE- 01
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Case Studies; *Content Area Writing; Elementary Secondary Education; Learning Processes; *Portfolio Assessment; Reading Writing Relationship; *Teacher Role
IDENTIFIERS- Classroom Ethos; *Reflective Thinking; Teacher Talk

In this book, 11 teachers, from first through twelfth grades, take readers into their classrooms where students are assembling collections of their work. In honest, down-to-earth accounts in the book, these teachers describe the advantages and complexities of using portfolios as a way to evaluate and promote student achievement. In the portfolio classrooms featured in the book--including history and biology classrooms--writing, reading, and thinking are seamlessly connected. Essays in the book are: "Introduction" (Mary Ann Smith); "How Portfolios Empower Process Teaching and Learning" (Sherry Seale Swain); "The Small-'P' Portfolio Classroom" (Patricia McGonegal); "Portfolios That Make a Difference: A Four-Year Journey" (Judith Ruhana); "The Birth and Death of Portfolio Assessment 1992-2000" (Pauline Sahakian); "The Evolution of a Biology Teacher" (John Dorroh); "Throw Me a Life Jacket: The Portfolio as an Instrument of School Survival" (Lisa Piazza); "What We Write about When We Write about Love" (Jane Juska); "The Teacher's Role in Portfolio Assessment" (Joni Chancer); "Breaking the Rules" (David Wood); "Bellringers" (Mary Kay Deen); and "Writing History: Portfolios, Student Perspectives, and Historical Understanding" (Stan Pesick). A selected bibliography lists 18 books and monographs, 50 articles, and 5 newsletters. (NKA)

ED 461 882 CS 217 840

Gray, James
Teachers at the Center: A Memoir of the Early Years of the National Writing Project.
PUB DATE- 00
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Educational History; Elementary Secondary Education; English Instruction; *English Teachers; *Faculty Development; Personal Narratives; Reminiscence; *Writing Instruction; *Writing Teachers
IDENTIFIERS- Bay Area Writing Project; *Gray (James); *National Writing Project; University of California Berkeley

NOTE- 19p.; Paper presented at the Annual Meeting of the National Communication Association (87th, Atlanta, GA, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Copyrights; *Cross Cultural Training; Cultural Differences; Experiential Learning; *Films; Higher Education; Intercultural Communication; *Role Playing; *Sensitivity Training; Student Projects
IDENTIFIERS- Cultural Sensitivity

Although role playing games and self-awareness surveys are typical methods of developing cross-cultural sensitivity, this presentation advocates the use small group projects focusing on feature films such as "Fools Rush In" as an effective class or training exercise to develop sensitivity to other cultures. Despite some disadvantages including time constraints, the advantages include a clearer visualization of theory and concepts, a more specific cultural focus often missing from more traditional techniques, and an important entertainment factor. In addition to describing the methodology used to incorporate feature films into the classroom, illustrations are used stemming from student group projects based on "Fools Rush In." (Contains 19 references and 2 notes.) (Author/RS)

ED 461 902 CS 510 748

Allingham, Philip V.; Belanger, Joe; Werner, Walt; Davison, Bill
English Methods Students' Responses to Schools of Literary Criticism.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Discourse; Class Activities; *Critical Theory; *English Literature; Instructional Effectiveness; *Literary Criticism; *Methods Teachers; Secondary Education
IDENTIFIERS- Critics; Teacher Beliefs Study

This class activity sought to help English methods teachers in training to gain a better understanding about the spectrum of beliefs concerning of teaching English literature in secondary schools. The activity in this study asks the student as an intending secondary English language arts teacher to watch two video recordings of the "Once more into the breach, dear friends..." speech from Shakespeare's "Henry V" (Olivier's 1944 and Branagh's 1989 adaptations) and to respond to passages written by critics belonging to various schools of literary criticism in terms of the student's judgment of the usefulness of the approach in his/her classroom. Eleven terms and tropes are listed, and the student is asked to rate his/her familiarity with each term and his/her readiness to use it in teaching English. Each student is asked to complete the questionnaire, and the substance will be discussed in class. All information and questionnaire sections (six parts) needed to complete the study are provided in this paper--passages from "Henry V," material from the various critics, and explanation of the activity. (NKA)

ED 461 903 CS 510 749

Li, Hongmei

ongoing array of innovations and choices into its way of being. (Contains 68 references and 8 resource Web sites.) (RT)

ED 461 921 EA 031 513

Johnson, Tammy; Boyden, Jennifer Emiko; Pittz, William J.
Racial Profiling and Punishment in U.S. Public Schools: How Zero Tolerance Policies and High Stakes Testing Subvert Academic Excellence and Racial Equity. Research Report and Executive Summary.
PUB DATE- 01
NOTE- 66p.; Contributing writers include Beverly Cross, Linda Darling-Hammond, Michelle Fine, Linda Powell, Russell J. Skiba, Peter E. Leone and Linda Mizell.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discipline; Elementary Secondary Education; Equal Education; *High Stakes Tests; Poverty; *Public Schools; *Punishment; *Racial Bias; Racial Discrimination; Small Classes; Small Schools; Teacher Background; Teacher Characteristics; *Zero Tolerance Policy

This report analyzes current public education policies, procedures, and practices that compound racial inequities by profiling students of color. Such practices divert resources away from proven solutions that advance academic excellence. Bias in high-stakes testing serves to increase student achievement gaps. Zero-tolerance and maximum-security schools have discipline policies that commonly push youth of color out of school at rates disproportionate to their white counterparts. Recommendations include providing equal and universal access to quality teachers of diverse backgrounds and races, using small schools and reducing class size, eliminating exit exams, repealing zero-tolerance policies, refocusing priorities so schools and districts can receive equitable resources, and using racial-equity report cards as a means of educational policy assessment. This guide includes four essays: (1) "Horace Had It Right: The Stakes Are Still High for Students of Color" (Linda Mizell); (2) "Zero Tolerance and School Security Measures: A Failed Experiment" (Russell J. Skiba and Peter E. Leone); (3) "Apartheid in American Education: How Opportunity Is Rationed to Children of Color in the United States" (Linda Darling-Hammond); and (4) "Small Schools: An Anti-Racist Intervention in Urban America" (Michelle Fine and Linda C. Powell). Appendix I lists resources, and Appendix II provides authors' biographies. (RT)

ED 461 922 EA 031 515

Ananda, Sri; Rabinowitz, Stanley
Building a Workable Accountability System: Key Decision Points for Policymakers & Educators. Knowledge Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; Organizational Objectives; Outcomes of Education; *Program Design; Program Effectiveness; Program Evaluation; Program Validation

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Educational Improvement; Elementary Secondary Education; Government Publications; Planning; *Public Education; State Departments of Education; *State Regulation; State Standards; *Statewide Planning
IDENTIFIERS- *Reform Efforts; *Texas

Texas has moved from an education system that prescribes procedures to one that emphasizes student achievement. The plan described here provides a framework that educators and policymakers can use to coordinate federal, state, regional, and local education plans and initiatives in Texas. The plan includes the following goals: Students in the public education system will demonstrate exemplary performance in the reading and writing of the English language, in the understanding of mathematics, in the understanding of science, and in the understanding of social studies. Also, each public school student shall master the basic skills necessary for managing the dual roles of family member and wage earner, and for gaining entry-level employment in a high-skill, high-wage job or for continuing the student's education at the postsecondary level. Nine objectives are described: involving parents and family in student learning; having students learn and achieve at their highest levels; reducing the dropout rate; providing relevant curricula; providing quality school personnel; having students demonstrate exemplary performance in academic achievement; making schools safe; providing for educational research and innovation; and providing educational technology. A short glossary concludes the document. (RT)

ED 461 942 EA 031 537

Conzemius, Anne; O'Neill, Jan
Building Shared Responsibility for Student Learning.
PUB DATE- 01
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Responsibility; Cooperation; Educational Philosophy; Educational Practices; *Educational Responsibility; Elementary Secondary Education; *Leadership; Parent Responsibility; Student Responsibility; Teacher Collaboration; Teacher Responsibility
IDENTIFIERS- Reform Efforts

Shared responsibility for student learning is neither a program nor a curriculum. It incorporates a set of principles and techniques that gives members of a school community the authority and responsibility to create what is needed, based on the data and culture of their particular school and school district. Sharing responsibility for student success, school staff members are able to learn, adapt, modify, and innovate using a common focus, collaboration, and reflection, and to create an environment where leadership becomes a matter of shared responsibility. In chapter 1, a conceptual framework is presented for building shared responsibility for student learning. Chapter 2 describes how to achieve shared focus at provided are sample questions to ask in device assessment. These questions consider choice options, characteristics and features, availability and purchase, examination and use, wear and maintenance, technical features, and transportation of the device. (CR)

ED 461 961 EC 308 809

Rosenberg, Michael S.; Sindelar, Paul T.
The Proliferation of Alternative Routes to Certification in Special Education: A Critical Review of the Literature. Developing the Special Education Workforce Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Alternative Teacher Certification; Delivery Systems; *Disabilities; Higher Education; Mentors; Outcomes of Education; *Performance Factors; Preservice Teacher Education; Program Design; Program Effectiveness; *Special Education; Supervision; *Teacher Education Programs; Teacher Recruitment; Teacher Shortage

This report reviews what is known about alternative routes to certification (ARC) in special education. First, it defines ARC and discusses the confluence of factors that has hastened its growth and popularity, particularly in specialized, high-need areas such as special education. Factors cited include persistent shortages of qualified personnel, an acute need for multicultural personnel, and the education establishment's hold on entry to the profession. The report then summarizes the available research on ARC in special education, with particular attention focused on the efficacy of the various approaches and programs as well as the process and outcome variables employed to assess program impact. Based on the research, the report discusses the programmatic features associated with successful ARC programs, including meaningful collaboration between institutions of higher education (IHEs) and local education agencies, adequate program length with a variety of learning activities, and IHE supervision and building-based mentor support. The report highlights what remains unknown about these programs and concludes with a series of recommendations for policymakers and the IHE and local education agency-based teacher educators who are developing ARC programs. (Contains 58 references.) (CR)

ED 461 962 EC 308 813

Henley, Martin; Ramsey, Roberta S.; Algozzine, Robert F.
Characteristics of and Strategies for Teaching Students with Mild Disabilities. Fourth Edition.
PUB DATE- 02
NOTE- 484p.; For a previous edition, see ED 370 309.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-

Education; Foreign Countries; Literature Reviews; Public
Schools; *Student School Relationship
IDENTIFIERS- *United Kingdom

This report presents empirical evidence about the impact that capital investment has on academic achievement in the United Kingdom public school system. It also provides an overview of the research methodology and the main findings from the existing literature and qualitative studies compared to those found in quantitative studies. Analyses indicates that, while most quantitative studies show that capital spending heightens academic performance, the relationship appears weak. However, qualitative studies and a literature review reveal a stronger link between capital spending and student achievement. The strongest relationship between capital investment and academic performance appears to be in specific school design features and school facility quality. Appendices contain additional information on the qualitative research design, issues related to the study's statistical methodology, and detailed statistical results. (Contains 54 references.) (GR)

ED 461 981 EF 006 050

Young, Eleanor
Designing Space for Sports and Arts: Design Guidelines for Sports and Arts Facilities in Primary Schools for Dual School and Community Use.
PUB DATE- 00
NOTE- 22p.; Also produced by Sport England. The "Space for Sports and Arts" initiative is the collaborative effort of the Department for Education and Employment; Arts Council of Great Britain; Sport England; Department of Culture, Media and Sport; and the New Opportunities Fund. Color photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; *Educational Facilities Design; Elementary Education; *Flexible Facilities; Foreign Countries; *Guidelines; Public Schools; School Community Relationship; Space Utilization
IDENTIFIERS- Athletic Facilities; *England

This guide offers general design proposal guidance for sports and arts spaces in England's primary schools, where these types of spaces can be used by both school and community members. The guide also presents case studies to provide examples of good practice. The primary shared space for sports and arts activities is the multipurpose main hall, and detailed specifications are covered for this space. The guide also discusses ways to deal with dual use design challenges in order to promote higher design quality and allow for innovation. Practical everyday design considerations also addressed include security, accessibility for disabled persons, health and safety, and environmental issues. There is also advice for designing dual use spaces that support and supplement the key areas and enhance the quality of experience for all users. (Contains 26 references.) (GR)

ED 461 982 EF 006 057

How Parents and Teachers Are Helping To Create Better

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; College Students; Elementary Secondary Education; Foreign Countries; Higher Education; Immersion Programs; *Kyrgyz; *Language Attitudes; *Multilingualism; Personal Narratives; Russian; *Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- Kyrgyzstan

This study examined the role of multilingualism in the Kyrgyz educational system, noting how language learning and language attitudes are related. It analyzed language biographies (semi-narrative interviews in which informants discussed their lives as speakers of two or more languages) and observed language classes. Participants were bilingual college students. Results indicated that language learning and attitudes influenced each other in both directions. While language classes conveyed concepts about how useful language skills were, the skills taught were basically context-reduced (reading and reciting), and they did not lead to successful interaction in the target language. This led to frustration and decreased motivation. Immersion in Kyrgyzstan's Russian schools resulted in immersion shock for Kyrgyz speakers, who were still perceived as minority language speakers. This shock was less strong in urban areas, where communication in Russian occurred outside the school. Students came to school with the knowledge that Russian was the language of opportunities and that Kyrgyz enjoyed little prestige. For this reason and because language and ethnicity were perceived as almost synonymous, Russians put less effort into learning Kyrgyz. Consequently, the educational system put strong pressure on Russian language learners but hardly any on Kyrgyz language learners. (Contains 12 references.) (SM)

ED 462 001 FL 027 150

Hill, Monica
English Vocabulary: Tests and Tasks.
SPONS. AGENCY- Hong Kong Univ.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Computer Uses in Education; *English (Second Language); Foreign Countries; Higher Education; Reading Comprehension; Second Language Instruction; *Vocabulary Development; *World Wide Web
IDENTIFIERS- *Hong Kong; Web Site Design; *Web Sites

This paper discusses the amount of vocabulary required by students learning in a second language to comprehend academic texts, explaining that a wide vocabulary is essential for reading comprehension and for speaking and writing clearly. It highlights an assessment of the vocabulary levels of students entering Hong Kong University, which found that most incoming students had insufficient English vocabulary to read academic texts effectively. It describes a Web site developed to help students increase their vocabularies. The site allows students to work at their own pace, selecting their areas of need. It is based on materials written for an elective vocabulary building course held during a summer institute within the English department of the university. It allows students to view video clips, access sound and a customized glossary, assess their learning, check their progress, and participate in bulletin board discussions. Four sessions focus on psycholinguistic principles of vocabulary learning, pronunciation of new words,

ED 462 021 FL 801 500

Burt, Miriam, Ed.
NCLEnotes: 2001-2002.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 20p.; Published twice per year.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Classroom Environment; *English (Second Language); *Family Violence; Immigrants; Learning Strategies; *Literacy Education; Refugees; Teaching Methods; Violence
IDENTIFIERS- Traumas

These newsletters focus on teaching English as a Second Language (ESL) to adult learners. One article, "10 Strategies for Teaching Adult English Language Learners," includes such suggestions as the following: get to know the students and their needs, use visuals to support instruction, use authentic materials, model tasks before asking learners to do them, foster a safe classroom environment, use scaffolding techniques to support tasks, and celebrate success. Another article, "Trauma and Adult Learners," explains that besides dealing with disruption, political trauma, and mental upheaval, many adult ESL learners also face personal trauma and domestic abuse. This article presents suggestions for making classrooms a safe environment (e.g., listen to learners and allow their concerns about violence to surface in one form or another, offer content and activities that allow learners to share information about themselves, find out about community resources, and do not assume that all immigrant learners have experienced trauma). These newsletters also include resource updates, book reviews, a list of publications by the National Center for ESL Literacy Education, and news notes on adult ESL education.NB(SM) (Adjunct ERIC Clearinghouse for ESL Literacy Education)

ED 462 022 HE 031 532

O'Shea, Mary Frances; Cantu, Norma V.
Regarding the Application of Title IX of the Education Amendments of 1972 as It Relates to the Funding of Athletic Scholarships for Men's and Women's Intercollegiate Athletics Programs.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; *Civil Rights Legislation; College Athletics; *Compliance (Legal); Educational Legislation; Eligibility; Equal Education; Federal Aid; Federal Legislation; *Financial Support; Higher Education; *Scholarships; *Womens Athletics
IDENTIFIERS- Bowling Green State University OH; *Higher Education Act Title IX; *Office for Civil Rights

This document consists of two letters issued by the Office of Civil Rights (OCR) of the U.S. Department of Education which discuss the application of Title IX of the Education Amendments of 1972, specifically as it relates to the funding of athletic

Light, Richard J.
Making the Most of College: Students Speak Their Minds.
PUB DATE- 01
NOTE- 242p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; *Course Selection (Students); Diversity (Student); *Educational Environment; Faculty Advisers; Higher Education; Interviews; *Student Adjustment; Study Skills
IDENTIFIERS- Harvard University MA

Based on 10 years of interviews with 1,600 Harvard students, this book offers concrete advice on choosing classes, talking productively with advisors, improving writing and study skills, maximizing the value of research assignments, and connecting learning inside the classroom with the rest of life. The chapters are: (1) "Introduction"; (2) "Powerful Connections"; (3) "Suggestions from Students"; (4) "The Most Effective Classes"; (5) "Good Mentoring and Advising"; (6) "Faculty Who Make a Difference"; (7) "Diversity on Campus"; (8) "Learning from Differences"; and (9) "What College Leaders Can Do." (Contains 49 references.) (SLD)

ED 462 043 HE 034 657

McDowell, George R.
Land-Grant Universities and Extension into the 21st Century: Renegotiating or Abandoning a Social Contract.
PUB DATE- 01
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agricultural Education; *Educational History; Higher Education; *Land Grant Universities; *Rural Extension; State Colleges

This book presents a concise history of the land-grant universities and their relationships with extension and then examines possibilities for the future. The book suggests specific actions to maintain the value and viability of extension's service to the community. The chapters are: (1) "Introduction"; (2) "The Land-Grant University Interest in Public Service"; (3) "The Academy, Science, and Service"; (4) "From Theory to Practice in the Agricultural Sciences"; (5) "Cooperative Extension--Part of the Problem or Part of the Solution?"; (6) "Agricultural Extension--How Well Do the Hostages Serve the Hostage Takers?"; (7) "How Cooperative Extension?--The County and Federal Partners"; (8) "Promises and Possibilities"; (9) "Imagining Extension in an Engaged Land-Grant University"; and (10) "Conclusion--Renegotiating or Abandoning a Social Contract." (Contains 146 references.) (SLD)

ED 462 044 HE 034 658

Boren, Mark Edelman
Student Resistance: A History of the Unruly Subject.
PUB DATE- 01
NOTE- 307p.
LANGUAGE- English

linguistic immersion that would otherwise be hard to come by in rural Iowa. Library/Media Specialist Elaine Snider has evolved from teaching library skills with a card catalog to helping students prepare multimedia reports with sophisticated software. English teacher Beth Cristensen was once terrified of computers, but now she and her eighth grade class have an award-winning Web site with an international audience. When students complete Stephen Lalonde's class on radio and video production, they are ready for the real world of work. (AEF)

ED 462 064 IR 021 001

Topics on Distance Learning: Proceedings 2000 (Hammond, Indiana, June 6-7, 2000).
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Computer Uses in Education; Cooperative Learning; *Distance Education; *Educational Technology; Higher Education; *Instructional Design; Instructional Development; Telecommunications; *Web Based Instruction; World Wide Web
IDENTIFIERS- Collaborative Learning; *Technology Utilization

This proceedings of the 2000 Topics on Distance Learning conference contains summaries of the following presentations: "The ABC's of Distance Learning via Full Motion Video" (Liz Owens); "Assessing the Cost of Technology in Instruction Using an Economic Model" (Joseph Lovrinic); "Collaboration Lessons Learned from the Learning Cooperative" (Liz Owens); "Computer Based Alternative Testing Using Test Pilot" (Janice Tazbir and Maureen Marthaler); "Current Controversies in Organizing Distance Education: Intellectual Property, Staffing, and Business Relations" (Jo Ann Oravec); "Distance Learning--A Collaborative Community" (Marie Crabb); "Improving Student Performance in Distance Learning Courses" (Judy Serwatka); "Making Websites Universally Accessible: Ensuring Web Access for Students with Disabilities" (Dean Brusrighan); "The New Frontier of Web-Based Business Education Courseware" (Tom Opper); "The 'Pluses' of Collaborative and Interactivity Learning via Two-Way Interactive Television in a Multicultural Setting: A Case Study, City Colleges of Chicago" (Audrey Turner); "Principles and Guidelines for the Instructional Development Process of the Web-Based Instruction" (Li-An Ho); "Streaming Lectures over the Internet" (David McLees and Michael O'Toole); "Teachers in Hardhats: A Collaborative Solution to a National Shortage" (Jane Swiss and Karla Alexander); "Teaching Science Fiction Online: Experiences with a Web-Only Class" (William Dynes); "Technical Support in Distance Education" (Anastasia Treckles); "Training at the Speed of Technology" (Candy Matheson); "Using a Wrench To Pound in a Screw: The Misapplication of Communication Technologies in Education" (Eric Wignall); and "Web-Based Delivery of a Graduate Nursing Course (Guess What? It Was Fun and Successful!)" (Gail Wegner). (MES)

ED 462 065 IR 021 010

Grassian, Esther S.; Kaplowitz, Joan R.
Information Literacy Instruction: Theory and Practice. Information Literacy Sourcebooks.
PUB DATE- 01
NOTE- 468p.; Accompanying CD-ROM is not available from ERIC.
LANGUAGE- English

Internet; Library Services; Online Systems; *Reference Services; User Needs (Information)

This document presents the proceedings of a Regional Academic Library Symposium, "Brick and Click Libraries." Contributors are professionals from colleges and universities in the states of Iowa, Kansas, Missouri, and Nebraska. Papers include: "Library Web Site Redesign and Usability Testing" (Michelle Beattie and Susan Sykes Berry); "The Competition between Free Internet Search Services and Library Resources" (Xiaotian Chen); "Ebooks and the E-ssential Library: A Discourse on How the Electronic Book Might Enhance the Mission Centrality of Academic Libraries" (Rod Henshaw and Claudia Frazer); "Generation X Learning Styles and Online Instruction" (Lori Mardis, Vicki Wainscott, and Jolaine Zweifel); "'E-volving' To Meet the Needs of Remote Patrons: Access to Journal Articles" (Jodie Morin, Ann Klavano, and Margaret Stangohr); "Click and Brick: Mastering Discipline Specific Information Resources Using Library Resources, a College Portal and Course Management System" (Linda Loos Scarth); "Dreamweaver Workshop" (Carol Spradling and Carolyn Hardy); "Collaboration and Change in an Academic Branch Library: An Overview" (John Stratton and Nancy Burich); "Beyond Author/Title/Subject: Government Information in Context" (Geoffrey D. Swindells); "From Chaos to Consensus: A Hybrid Model of Web Page Management" (Connie Ury and Frank Baudino); "Integration of Instructional Technology into Courses" (Roger Von Holzen and Darla Runyon); "Tailoring Reference Services for the 21st Century User" (Daryl C. Youngman). (AEF)

ED 462 083 IR 058 427

Shearer, Kenneth D., Ed.; Burgin, Robert, Ed.
The Readers' Advisor's Companion.
PUB DATE- 01
NOTE- 303p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Information Scientists; *Information Services; *Library Services; Professional Development; Professional Personnel; Public Libraries; *Reference Services; School Libraries
IDENTIFIERS- *Reader Advisors

From scholarly discourse to the latest issues in readers' advisory services, this guide provides up-to-date informatio on the many challenges of the practice, as well as on interdisciplinary directions, continuing education, and the gap in graduate professional education for readers' advisory. The book's 16 chapters are organized into three main sections, each of which comes with an introduction. The first part deals with the education of advisors and the foundations for professional practice. The second part features articles on state-of-the-art advisory services in public and school libraries, and the third part focuses on expanded advisory services. Contents include: (1) "Missing the Real Story: Where Library and Information Science Fails the Library Profession" (Wayne A. Wiegand); (2) "Partly Out of Sight: Not Much in Mind: Master's Level Education for Adult Readers' Advisory Services" (Kenneth D. Shearer and Robert Burgin); (3) "'Taught at the University on a Higher Plane than Elsewhere'": The Graduate Education of permit. The district's costs to select college presidents have increased significantly (from $6,200 to $34,000 per search) but are consistent with costs incurred by other districts. Recommended improvements include adopting Community College League of California-recommended practices currently not in use (e.g., establishing a budget), archiving selection documents to demonstrate compliance with all required procedures and to memorialize the process for subsequent searches, performing selection procedures promptly to avoid having interim presidents longer than regulation allows, and developing a system to track all costs associated with each presidential search. (Includes one table and three figures.) (KP)

ED 462 102 JC 020 169

Benyi, Tao
Community Colleges in Shanghai.
PUB DATE- 01
NOTE- 10p.; Paper presented at the Annual Meeting of the American Association of Community Colleges (Chicago, IL, April 5-7, 2001). Presented at a U.S.-China Education Foundation, Ltd./Community Colleges in China Project (USCEF/CCIC) sponsored forum.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; Community Education; Continuing Education; *Educational Development; Educational Innovation; *Educational Objectives; Foreign Countries; *Program Implementation; *Role of Education; Two Year Colleges
IDENTIFIERS- *China (Shanghai)

This report offers a commentary on the recent development of community colleges in Shanghai (China). The seven institutions were established in the early 1990s to provide community education to local residents in hopes of facilitating mass higher education in China. The report describes important characteristics the colleges seek to impart including: open access, community orientation, adaptability to changing societal and educational needs, and cooperation with four-year institutions. The institutions originated from different efforts, and Changning and Luwan Community Colleges and the College of Continuous Education are highlighted to show the various origins. Some colleges were established by neighborhoods, others by the government, and still others are the result of merging previous adult education institutions together. While the reasons and purposes for these colleges are real and defined, the community colleges in Shanghai face financial, curricular, and administrative challenges. The report specifies a lack of certificate and transfer policy, inadequate funding, low name recognition, and a poor level and quality of education as current problems. It concludes by offering recommendations, such as standardizing the development and management of community colleges and experimenting with the transfer function, for the future expansion of community colleges. (JCC)

ED 462 103 JC 020 170

Evaluation of Campus Pipeline, Spring 2001.
PUB DATE- 01
NOTE- 17p.

hour by the classification of Instructional Program codes used for all public community colleges in Illinois) within the program classification system. (Contains 13 tables, including a breakdown of each instructional unit.) (Author/NB)

ED 462 123 JC 020 192

Cerritos Community College: Improvements Needed in Aspects of Operating the District and Its Auxiliary Organization.
PUB DATE- 97
NOTE- 77p.; Prepared by the California State Auditor, Bureau of State Audits.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administration; Bookstores; Budgets; College Stores; Community Colleges; Costs; Debt (Financial); Disclosure; *Educational Finance; Expenditures; *Financial Audits; Financial Problems; Financial Support; *Money Management; *Resource Allocation; School Funds; State Aid; Two Year Colleges
IDENTIFIERS- *Cerritos College CA

This audit report discusses the operation of the Enterprise Fund by Cerritos Community College District in California. In addition, the Cerritos College Foundation's conflict of interest policies, its relationship with the district, and its award of contracts for services was reviewed. It was found that the district needed improvement in its operation of the enterprise, which consists of a bookstore, cafeteria, convenience store, grill, cosmetology services, and vending operations. Much of the focus of the examination of the Fund was on the management of the bookstore. The bookstore's assets represented 92% of the enterprise's total assets as of December 31, 1996. The cafeteria and convenience store in particular generally had negative balances large enough to create a negative balance for the whole enterprise. The district plans to resolve the bookstore's operating problems by privatizing it. However, without the revenues generated by the bookstore, the remaining elements of the enterprise would have even more significant cash flow problems. The cafeteria has had negative cash balances ranging from $63,161 to $113,733, while the convenience store has had negative cash balances ranging from $68,316 to $118,356. In the past, those negative balances have been subsidized by the bookstore. The report recommends that the district take steps to improve its accounting for and control over bookstore operations. (NB)

ED 462 124 JC 020 193

Humphrey, John H., Jr.
Motivational Orientations of Students with Disabilities in Western North Carolina Community Colleges.
PUB DATE- 99
NOTE- 98p.; Ed.D. Dissertation, East Tennessee State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Accommodations (Disabilities); *Community Colleges; Disabilities; *Learning Motivation; Special Needs Students; *Student Attitudes; Student Characteristics; *Student Educational Objectives; *Student Motivation; Two Year Colleges
IDENTIFIERS- *North Carolina Community College System

This dissertation examines the motivational orientations of students with disabilities in five North Carolina community compare the academic performance of children cared for by preschool teachers who had received different levels of training. Participating in the study were children from 18 preschools who were followed into primary school. In some of the preschools the children had been with preschool teachers who had gone through a 2-year training program; the other children had been cared for by preschool teachers who were either untrained or who had participated in short courses or received mentoring. Research instruments and methods included focus group discussions with teachers and parents, interviews, content analyses of various school records, and a personality rating on a subsample of students. The main finding of the study was that children who had been with trained teachers made the transition to primary school more easily than children who had been with "untrained" teachers and had lower early dropout and repetition rates. The academic rating of the primary school had a significant impact on student performance; however, children who had been with trained preschool teachers and then attended a "good" primary school performed better than peers who had been with untrained teachers. There were no sex differences in academic performance. Unexpected findings included high rates of grade repetition, absenteeism, and dropping out at all the schools. (A list of the research instruments used is appended. Contains 12 data tables and 11 references.) (KB)

ED 462 144 PS 030 044

Spears, Ellen, Ed.
Partners: Forging Strong Relationships.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 99
NOTE- 10p.; Published quarterly by the Southern Regional Council as part of the LEARNS Partnership.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; Cooperation; Cooperative Planning; *Cooperative Programs; *Partnerships in Education; Program Descriptions
IDENTIFIERS- Business Community Relationship

This newsletter issue asserts that sound, effective relationships in which diverse groups of people and organizations work together toward a common goal are the basis of the collaborative efforts in education that can accomplish change. The first article, "Partners: Forging Strong Relationships" (Sarah E. Torian), briefly describes the efforts of the "Volunteer Muskegon" tutors in Muskegon, Michigan and the Georgia Mutual Assistance Association Consortium as examples of effective collaborative programs. Other articles are: "Service-Learning Resources" (Amy Blake); "Lessons from the Field: Projects Learn with Their Partners" (Gale Greenlee); "Seniors for Schools in Massachusetts" (Sarah E. Torian); "How Can Service-Learning Strengthen Tutoring Partnerships?"; and "How's Our Program Doing? A Self-Assessment Tool Designed for Use by All Program Stakeholders." (EV)

ED 462 145 PS 030 045

von Feilitzen, Cecilia
Influences of Media Violence: A Brief Research Summary.
SPONS. AGENCY- Nordic Council of Ministers, Copenhagen (Denmark).
PUB DATE- 01
NOTE- 24p.; Clearinghouse is located at Nordicom (Nordic

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Elementary Secondary Education; *Parent Participation; *Religious Organizations; *School Community Relationship; Voluntary Agencies
IDENTIFIERS- Character Education; *Family Support

Communities that have good schools and better educated residents are safer, more stable communities where businesses and families thrive. This pamphlet describes ways religious organizations can support family involvement in education. The pamphlet provides a statement of common purpose among religious communities supporting family involvement in learning, noting that it is imperative that these communities join with governments, community organizations, businesses, and schools to provide families with the information, skills, tools, and opportunities to encourage their participation in the total education of their children. The pamphlet also includes a form for joining the Partnership for Family Involvement in Education and delineates materials available from the U.S. Department of Education providing guidelines for getting families involved in education. Finally, the pamphlet describes ways a community can support schools and family involvement in education by: (1) combating alcohol, drugs, and violence; (2) providing mentoring programs; (3) enlisting community volunteers; (4) offering before- and after-school, weekend, and summer learning programs; (5) supporting early childhood development and preschool programs; and (6) teaching parenting skills. (KB)

ED 462 165 PS 030 098

Children. Traffic Safety Facts, 2000.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bicycling; Child Safety; *Children; Death; *Incidence; Mortality Rate; Motor Vehicles; Pedestrian Traffic; Restraints (Vehicle Safety); *Traffic Accidents; Traffic Safety; Vehicular Traffic
IDENTIFIERS- United States

This document provides statistical information on the incidence of U.S. motor vehicle-related accidents and fatalities involving children. Data include: (1) total traffic fatalities among children 0-14 years old, by age group, 1990-2000; (2) total pedestrian fatalities among children 0-14 years old, by age group, 1990-2000; (3) total pedalcyclist fatalities among children 0-14 years old, by age group, 1990-2000; (4) restraint use by passenger vehicle occupants involved in fatal crashes by age group, 2000; (5) children under 5 years old fatally injured in passenger vehicle crashes, by age group and type of restraint, 2000; and (6) restraint use by children under 5 years old. According to the data, motor vehicle crashes are the leading cause of death for children of every age from 4 to 14 years old, and the 0-14 age group accounted for 6 percent of traffic fatalities in 2000. (EV)

ED 462 166 PS 030 099

Occupant Protection. Traffic Safety Facts, 2000.

data tables and 27 references.) (KB)

ED 462 185 PS 030 134

National Survey of Child and Adolescent Well-Being (NSCAW): Local Child Welfare Agency Survey Report.
PUB DATE- 01
NOTE- 99p.; For State Summary Report, see PS 030 133. Produced by the National Survey of Child and Adolescent Well-Being (NSCAW) Research Group.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Agencies; Agency Cooperation; *Child Welfare; Childhood Needs; *Children; Client Characteristics (Human Services); Comparative Analysis; *Delivery Systems; Family Needs; Geographic Regions; Innovation; Longitudinal Studies; National Surveys; Professional Development; Program Descriptions; Public Policy; Rural Urban Differences; Welfare Services; *Well Being

To learn what happens to children and families who come into contact with the child welfare system, the Children's Bureau of the Administration on Children, Youth and Families has undertaken the National Survey of Child and Adolescent Well-Being (NSCAW). As part of this longitudinal study of the characteristics, needs, experiences, and outcomes for children and families, this report describes child welfare services in 1999-2000, based on responses from child welfare services managers who participated in the Local Agency Survey conducted during the opening wave of data collection. Information was collected from local child welfare administrators in two stages: an interview completed by field staff and a self-administered questionnaire. Findings of the study revealed that about two-thirds of the agencies were units within larger agencies, were highly collaborative with agencies providing other services, and had substantial control over how child welfare dollars were spent in their agency. About 40 percent of the agencies had developed new initiatives within the past year. Recent federal child welfare reforms resulted in central changes. About two-thirds of child abuse/neglect reports were referred for investigation. Foster care expenditures accounted for almost half of all child welfare expenditures. Characteristics of child welfare agencies varied in large versus smaller counties, poorer versus non-poor counties, urban versus non-urban counties, and state- versus county-administered child welfare programs. (Four appendices include the Local Agency Directors Interview, the self-administered questionnaire, definitions of variables used for analysis, and considerations regarding the interpretation of statistical tests. Contains 28 data tables and 14 references.) (KB)

ED 462 186 PS 030 135

Layzer, Jean I.; Goodson, Barbara D.; Bernstein, Lawrence; Price, Cristofer
National Evaluation of Family Support Programs. Final Report Volume A: The Meta-Analysis.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 01
NOTE- 118p.
LANGUAGE- English

public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 7; Health Education; *Junior High School Students; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 7 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 7 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Information and Communication Technology"; and (10) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other than English, and other courses such as Environmental and Outdoor Education, and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 203 PS 030 175

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 8.
PUB DATE- 01
NOTE- 45p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 8; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; *Secondary School Curriculum; Social Studies; Technology Education

and account for almost half of school-based apprenticeships; (6) completions in GTCs have grown at a higher rate than among all apprentices and trainees overall; and (7) job outcomes from group training apprenticeships and traineeships are high and comparable with job outcomes from apprenticeships and traineeships in general. The study concludes that group training continues to be subject to emerging pressures as the apprentice and trainee system changes and expands, including the need to diversify to new and emerging occupations, the need to maintain a focus on small- and medium-sized firms, and the need to continue to provide opportunities to different groups in the community. (KC)

ED 461 723 CE 082 761

Student Outcomes Survey: In Summary. Statistics 2001.
SPONS. AGENCY- Australian National Training Authority, Brisbane.
PUB DATE- 01
NOTE- 17p.; For the 2000 Survey: In Summary, see ED 447 349.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Graduates; Developed Nations; *Education Work Relationship; Females; Foreign Countries; Graduate Surveys; *Job Training; Males; National Surveys; *Outcomes of Education; Postsecondary Education; Program Evaluation; Statistical Analysis; *Technical Education; *Vocational Education; Wages
IDENTIFIERS- *TAFE (Australia)

A national survey of students who undertook vocational education and training (VET) in the year 2000 at a Technical and Further Education (TAFE) institute in Australia was conducted through a mailing of questionnaires to a randomly selected sample of graduates and module completers. Response rate was 52 percent and 41 percent, respectively. In addition, a telephone survey of non-responders was conducted. The sample was stratified by TAFE institute, field of study, gender, and age. Results of the study include the following: (1) 88 percent of TAFE graduates and 67 percent of module completers were employed or in further study; (2) 74 percent of graduates and 64 percent of module completers undertook their TAFE training for vocational or work-related reasons; (3) 27 percent of graduates and 19 percent of module completers were employed in their first full-time job during May of 2001; (4) more than half of the graduates and module completers rated the quality of their TAFE training as 8 or more on a 10-point scale; (5) 45 percent of graduates and 35 percent of module completers who were unemployed before their training found work after their training; (6) 25 percent of graduates and 13 percent of module completers who were employed before and after their training moved to a higher skilled occupation after their training; and (7) 26 percent of graduates and 11 percent of module completers received pay increases as a result of their training. (KC)

ED 461 724 CE 082 762

Survey of Employer Views on Vocational Education and Training. Australian Vocational Education & Training Statistics, 2001. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English

experimental research reviewed, abstracts and study summaries, and 491 references.) (YLB)

ED 461 741 CE 082 870

The One-Stop System Must Continue To Work toward Readiness. Audits of One-Stop Systems in California, Connecticut, Florida, Illinois, New York, and Vermont .
PUB DATE- 00
NOTE- 89p.; Audit for Rhode Island not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Audits (Verification); *Delivery Systems; Educational Legislation; *Employment Services; Federal Legislation; Job Placement; *Job Training; *Labor Force Development; Labor Legislation; Partnerships in Education; Policy Formation; *Program Effectiveness; Program Evaluation; Program Improvement; Public Policy; *State Programs; Systems Approach
IDENTIFIERS- California; Connecticut; Florida; Illinois; New York; *One Stop Centers; Vermont; Workforce Investment Act 1998

This document contains the reports on audits of the one-stop systems in California, Connecticut, Florida, Illinois, New York, and Vermont. The overall audit conclusions were as follows: (1) the states have made substantial efforts toward forming new comprehensive workforce investment systems as mandated by the Workforce Investment Act (WIA); (2) the states have generally opened one-stop centers capable of providing user-friendly services to customers; (3) as of the time of the audits, development of the infrastructure for the one-stop system was not complete; and (4) state and local boards, memoranda of understanding, cost-allocation methods, and data collection systems must be instituted to ensure the service delivery, customer choice, program accountability, and continuous improvement that are fundamental to WIA. The state reports were all based on a standard format that included the following components: (1) background information; (2) objectives and scope; (3) audit results with respect to six areas (including all WIA-required one-stop partners; opening centers in each local area; establishing agreements with agencies; developing a financial system to meet one-stop needs under WIA; developing a data collection system; and providing access to services at the one-stop centers); (4) recommendations; and (5) state responses to the draft report. (MN)

ED 461 742 CE 082 877

Analyses of Participants' Earnings for Three Kulick Youth Opportunity Pilot Sites: A Followup to Our Audit Findings from the First 18 Months of the Programs' Operations.
PUB DATE- 00
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Audits (Verification); Demonstration Programs; *Employment Patterns; Federal Legislation; Federal Programs; Followup Studies; *Low Income; *Program Effectiveness; Program Evaluation; *Salaries; *Youth Employment; Youth Opportunities; *Youth Programs

ED 461 757 CE 082 898

Copeland, Ivory
Using Unspent TANF Funds to Further Self-Sufficiency among Welfare Recipients.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; David and Lucile Packard Foundation, Los Altos, CA.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.; Ford Foundation, New York, NY.; McKnight Foundation, Minneapolis, MN.; Woods Fund of Chicago, IL.; Administration for Children and Families (DHHS), Washington, DC.; Department of Labor, Washington, DC.
PUB DATE- 00
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Career Development; Coordination; Day Care; Delivery Systems; Educational Research; Federal Legislation; Health Services; Housing; Human Services; Immigrants; Innovation; Literature Reviews; *Policy Formation; Position Papers; Postsecondary Education; Promotion (Occupational); *Public Policy; *Resource Allocation; Social Support Groups; *State Action; State Federal Aid; State Programs; Systems Approach; Tax Credits; Tenure; Transportation; *Welfare Recipients; Welfare Reform; Welfare Services; Working Poor
IDENTIFIERS- Food Stamp Program; Medicaid; Self Sufficiency; Stakeholders; *Temporary Assistance for Needy Families; *Welfare Reform

The issue of unspent Temporary Assistance for Needy Families (TANF) funds has become increasingly important with the progression of welfare reform. Some support reserving the funds for an eventual economic downturn, whereas others urge investing the funds in services for hard-to-serve welfare recipients and broader low-income participation. States may have unspent TANF funds for several reasons, and understanding why states have remaining unspent TANF funds is critical to determining whether those funds will be available on a one-time basis or available to fund ongoing programs. Many states are already using TANF funds to help families leaving welfare and to address the needs of working poor families. The following are among areas in which states might invest their unspent TANF funds: (1) additional services for hard-to-serve welfare recipients; (2) employment retention and career advancement; (3) earned income tax credits; (4) efforts to increase awareness of opportunities to receive food stamp assistance; (5) services for immigrants ineligible for federally funded TANF services; (6) transportation assistance; (7) child care; (8) housing; (9) postsecondary education; and (10) increased collaboration among human service agencies. Research has confirmed the importance of work supports for people moving from welfare to work. (Thirty-seven resource contacts and publications are listed.) (MN)

ED 461 758 CE 082 901

Kaplan, Jan
Older Teens in TANF Families: Overcoming Barriers to Self-Sufficiency.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; David and Lucile Packard Foundation, Los Altos, CA.; Mott (C.S.)

principal aims of this study were to: (1) compare Saudi men's psychopathological mean scores with mean scores in their female peers; (2) examine the interactions among psychopathological scores in both male and female groups; and (3) compare psychopathological scores among several subgroups in male and female groups. By using the Hotelling Principal Component Factor Analysis, only one unrotatable factor, identified as general Psychopathology, was extracted in each group. Although women scored generally higher than men, the differences were not significant. The pattern of group differences, within each group separately, was of more value than gender differences. In both groups, increased scores on depression, anxiety, hostility, and general psychopathology were reported for adolescents. Working women and homemakers obtained lower scores. Hostility was less pathological among females. Results are also discussed in relation to the theory of interaction between social roles and exposure to stressful life events. (Contains 4 tables and 27 references.) (Author/JDM)

ED 461 775   CG 031 519

Walz, Garry R., Ed.; Kirkman, Chris J.
Helping People Cope with Tragedy and Grief: Information, Resources & Linkages.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - General (130)
DESCRIPTORS- *Counseling; Counselor Client Relationship; *Counselor Training; Counselors; *Crisis Intervention; *Grief; Helping Relationship; Interpersonal Competence; National Organizations; *Terrorism; Theory Practice Relationship
IDENTIFIERS- *Grief Counseling; *September 11th Attacks; Traumas

Following the horrific experiences of September 11th, 2001, efforts were undertaken to gather information to provide counselors with the help they need for counseling those in the face of tragedy. With this publication, information about trauma and grief counseling becomes readily available. Guides for responding to tragedies are included from national organizations including the National Board for Certified Counselors, the American Counseling Association, the National Association of School Psychologists, and the American School Counselor Association. Three articles are included from counselors who have assisted with the Ground Zero relief efforts. This book provides an opportunity to review how counselors responded to the disaster, and to discuss the teamwork, organizational input, and preparation needed to deal with crisis counseling. (Contains 17 references.) (JDM)

ED 461 776   CG 031 523

Beamish, Patricia M.; Belcastro, Amy L.; Granello, Darcy Haag
Treatment of Panic Disorder: A Clinical Update.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Anxiety; Behavior Modification; *Cognitive

social workers. Before- and after-school programs and cross-training have enhanced the guidance and counseling program. By knowing and partnering with community resources counselors are better able to meet their daily challenges. (JDM)

ED 461 798   CG 031 546

Davis, Diann
Revising and Enhancing the Davis School District Comprehensive Guidance Program: Working Together Works.
PUB DATE- 02
NOTE- 12p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; Educational Objectives; Elementary Secondary Education; Family School Relationship; *Guidance; *Guidance Objectives; Models; Parent Participation; Program Development; Program Effectiveness; *School Counseling; School Districts; School Guidance
IDENTIFIERS- Davis School District UT

This document presents a model used by the Davis School District (Utah) to revise their comprehensive guidance program. The model addresses the four primary purposes of education (essential learning skills, civic responsibility, career preparation, and personal development). Counselors collaborate with individual students and their parents to form a plan of action called the Student Education Plan/Student Education Occupation Plan (SEP/SEOP). The SEP/SEOP provides an individual educational framework that guides students from kindergarten through graduation. Steps are presented for a self-guided computer tour of SEOP, which was designed for students and parents to work through at home. The electronic SEOP ensures that comprehensive guidance is an integral and necessary part of every student's learning process. (JDM)

ED 461 799   CG 031 547

Locke, Don C.
Applying Multiculturalism: The Resolution of a Problem(atic) Situation.
PUB DATE- 02
NOTE- 10p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Comprehensive Guidance; Counselor Role; Cross Cultural Training; *Cultural Pluralism; Educational Objectives; Elementary Secondary Education; Leadership Responsibility; Public School Teachers; Values Education
IDENTIFIERS- North Carolina

The role of schools in the development of good citizenship has been well established. This role has expanded to include the incorporation of the cultural differences of students. In order to meet this requirement there must be a strong commitment from the leadership of an educational system to the education of all students. Particular attention should be paid to culturally non-phonics, comprehension, writing, spelling, vocabulary, handwriting, content analysis, and listening skills. A 30-minute instructional video gives viewers through the process of learning to read, while 6 audiocassettes further the student through the simple, logical, step-by-step learn to read program. Students begin by learning about the origins of the English alphabetic system of reading and writing, the sound symbol relationships, and how these sounds are used to make words. The students progress on to sentences and finally to stories (always reading for meaning and comprehension). All learning modalities are used to accommodate both visual and auditory learners. The student is enthusiastically encouraged to use all the senses by singing, exercising, and doing other activities that reinforce the learning process. All drill practice is done with stimulating games. (RS)

ED 461 821 CS 014 431

Eller, Jeanie
Spell Power. Fast Track. Audiotapes and Workbook .
PUB DATE- 95
NOTE- 51p.; Kit includes 51-page workbook and 2 audio cassette tapes. Produced by Youth Enterprises (1993) and MegaSystems/Youth Enterprises (1995).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Non-print Media (100)
DESCRIPTORS- Adult Learning; Elementary Secondary Education; Reading Skills; *Spelling; *Spelling Instruction; Writing Skills

Designed to improve spelling and reading skills and serving as a complement to the ACTION READING Fast Track Fundamentals learn-to-read program, "Spell Power" presents a thorough program for success in spelling, reading, and writing. Written for learners from ages 6 to 99, it strengthens the connection between reading and spelling as learners practice spelling, reading and writing. It teaches important spelling skills including: recognizing commonly misspelled words; focusing on a group of words that share a phonetic rule; and recognizing that words have common spelling patterns. The workbook and the two audiotapes can be used at the learner's own pace. (RS)

ED 461 822 CS 014 492

Pinnell, Gay Su; Fountas, Irene C.
Leveled Books for Readers, Grades 3-6: A Companion Volume to "Guiding Readers and Writers."
PUB DATE- 02
NOTE- 472p.; See ED 451 503 for the companion volume.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. In Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; *Childrens Literature; Elementary Education; *Fiction; *Literary Genres; *Nonfiction; Reading Interests; *Reading Material Selection; Recreational Reading; Teacher Role
IDENTIFIERS- Guided Readers; Guided Reading Procedure; Historical Fiction; Trade Books

This guidebook builds on a previous work, extending leveled books four questions that required personal opinions. Results indicated that teachers' performance expectations were lower for children from divorced families. Furthermore, lower expectations were held for boys than girls regardless of their family dynamics. (Contains 47 references and 2 tables of data. The four versions of the survey instrument are attached.) (Author/RS)

ED 461 841 CS 215 638

Cherry, Mary Jane
Practicing What She Preaches: A Graduate Student's Risky Crossing of Traditional Discourse Boundaries.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Discourse; Discourse Modes; *Emotional Response; English Instruction; Females; *Freshman Composition; Graduate Students; High Schools; Higher Education; Instructional Innovation; Literary Criticism; *Personal Narratives; Student Needs
IDENTIFIERS- *Discourse conventions; *Personal Writing

For one instructor, learning that personal response, particularly emotions, had no place in the construction of a public self began in high school senior English class where students learned to never use personal pronouns in their writing. The lesson continued in college where she majored in journalism and literature under the direction of text-focused New Critics. However, required readings in a graduate seminar made impersonal criticism difficult, if not impossible. A search for different critical approaches introduced literary critics, feminist scholars, and compositionists who welcome the instruction of the personal into scholarship. Echoing social constructionists, these theorists and teachers question the detached, objective reader and researcher as valued model by showing why this role is impossible and even undesirable. The meaning of literary text is located in the reader's self and interpretive strategies. Personal, interactive reading can be messy, however, sabotaging efforts to produce carefully tailored prose. Practicing discourse diversity, writing autobiographically, is fraught with risks, especially for academic women--they risk not being heard in a climate that does not always value what women have to say. Remarks from student papers in a Composition 101 class offer anecdotal evidence that autobiographical writing options may not eliminate writing anxiety but can generate motivations that will allow students to transcend the "academic exercise" and experience writing and scholarship as personally meaningful and rewarding acts. (Contains 16 references.) (CR)

ED 461 842 CS 217 694

Reid, Louann, Ed.
Rationales for Teaching Young Adult Literature.
PUB DATE- 99
NOTE- 224p.; Edited with Jamie Hayes Neufeld.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

ED 461 862 CS 217 812

Sierra-Perry, Martha
Standards in Practice, Grades 3-5.
PUB DATE- 96
NOTE- 114p.; Written with Jan Ewing, Deborah Foertsch, and Stephanie Sierra. For grades K-2 version, see CS 217 811.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Classroom Techniques; Diversity (Student); *Educational Practices; Elementary Education; *English Curriculum; Instructional Effectiveness; *Language Arts; *Literacy; *Student Participation
IDENTIFIERS- International Reading Association; National Council of Teachers of English

Recognizing that the literacy demands that students now face require their active involvement in their own learning, this book considers a wide variety of ways to encourage that involvement. The book describes how teachers' practices foster literacy communities in their classrooms that can help students achieve the standards for the English language arts developed by the National Council of Teachers of English and the International Reading Association. The book states that students and teachers in these classrooms work together at learning hubs, develop their own criteria for revising work in progress, initiate conferences and book chats, and inquire into questions that are significant to them. Of special interest in the book are ideas for how students can take advantage of the new technological resources becoming available in many classrooms, and how the classroom community might also involve parents and others outside the school. (NKA)

ED 461 863 CS 217 813

Wilhelm, Jeffrey D.
Standards in Practice, Grades 6-8.
PUB DATE- 96
NOTE- 133p.; For grades 9-12 standards in practice, see CS 217 814.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Diversity (Student); *Educational Practices; *English Curriculum; *Language Arts; *Literacy; Middle Schools; *Standards
IDENTIFIERS- International Reading Association; National Council of Teachers of English

The challenge of middle school teaching is brought to life in this book, a narrative companion to the Standards for the English Language Arts developed by the National Council of Teachers of English and the International Reading Association. According to the book, team teaching and student-created materials form the framework for myriad assignments that directly use the standards as a base for literacy learning. The book states that the students use the standards as a base for literacy learning, and use a wide range of strategies to reinforce their awareness of their own learning--from reader response techniques to hypermedia tools they have developed for an extended project. Samples of teacher handouts and student work are included throughout the book, illustrating the

This memoir recounts the early years of the National Writing Project (NWP) in the personal, insightful, and humorous stories that James Gray, its founder, tells. NWP, the country's most successful and enduring professional development organization for teachers of writing, evolved from Gray's idea that successful teachers make the best teachers of teachers. In 1974, Gray and his colleagues convened the first summer institute of the Bay Area Writing Project (BAWP) at the University of California, Berkeley--the first writing project site in the country. In this memoir, Gray looks back on the early years, describing the mentors who influenced his thinking, the mistakes he made and strategies he used to refine the model, and the difficulties he overcame to gain widespread support for the project. Articles include: "Early Consciousness-Raising" (Keith Caldwell); "Learning from Each Other: K through College" (Ellen Hitchcock); "The School-University Connection" (Marjorie Kaiser); "The Teacher as Artist" (Bob Alpert); "Writing Teachers Write" (Kim Stafford); "Teachers as Researchers" (Marian Mohr); "Things Aren't Like They Used To Be" (Jane Juska); "The Summer Institute Back in the Classroom" (Sheridan Blau); "The Project to the Rescue" (Mary Ann Smith); "The Mississippi Story" (Mary Ann Smith); "Networks within the Network" (Anne Dobie); "How the Writing Project Became Inclusive" (Denise Patmon); "Exploring BAWP: An Early Visit to the Summer Institute" (Don Gallehr); and "Recruiting Diversity" (Carol Tateishi). A list of the basic components of the NWP staff development model and program design is appended. (NKA)

ED 461 883   CS 217 841

Peterson, Art
The Writer's Workout Book: 113 Stretches toward Better Prose.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 270p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Elementary Secondary Education; Language Usage; Revision (Written Composition); Rhetoric; *Writing (Composition); Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Skills

This book presents 113 writing "workouts" (exercises) to help students, and especially teachers, think about the small steps writers take as they learn their craft. The workouts in Part I, Writers Speak Up, are intended to help novice writers develop confidence in the value of their experience. Part II, Writers Pay Attention, presents challenges to sharpen observation skills. The workouts in Part III, Writers Think Fast, promote the power of logical argument. The workouts in Part IV, Writers Consider Other People, present ways for writers to connect with an audience. The workouts in Part V, Writers Create Choices, explore the rhetorical choices available to writers. The workouts in Part VI, Writers Love Words, explore the pleasures and possibilities of words. The workouts in Part VII, Writers Keep Trying, help make the difficult work of revision, if not fun, at least intellectually diverting. The book also includes 39 brief essays (spread throughout the book) that reflect with humor, irony, and wisdom on the author's 30 years as a public school teacher of writing. (RS)

Distance Education: Pros, Cons, and the Future.
PUB DATE- 02
NOTE- 37p.; Paper presented at the Annual Meeting of the Western States Communication Association (Long Beach, CA, March 2-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Computer Mediated Communication; *Distance Education; Higher Education; Literature Reviews; Program Descriptions; *Student Attitudes; *Teacher Attitudes; Writing Instruction; Writing Laboratories

This paper reviews recent publications on distance education and explores its promise and potential from the student's perspective, the faculty's perspective and the administrator's perspective. Findings indicate that only the self-motivated and self-disciplined students are most likely to succeed in distance education. Although the majority of the research concludes that there is no significant difference between distance learning and traditional learning, this is still open to debate. Faculty support is mixed. The fundamental reason is the lack of faculty involvement in the dominant administrator-centered advocacy. Successful distance education programs need to maintain a high level of faculty involvement. Administrators consider distance education as an important revenue source. In the foreseeable future, however, distance education cannot become a new revenue source, given its time- and labor-intensiveness and the cost of installation of new technology. The examination of two notable programs (the Learning Network at SUNY and the University of California Extension's On-Line Writing programs) confirmed these findings. (Contains 38 references and a figure listing 16 online journals and Web sites focusing on the distance education debate.) (Author/RS)

ED 461 904 CS 510 751

Sloane, David E. E.
American Humor. Course Syllabus .
PUB DATE- 00
NOTE- 18p.; Prepared for American Humor course, E 394.01, Department of English, University of New Haven.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Course Descriptions; *Cultural Context; Higher Education; *Humor; Mass Media; *Popular Culture; United States Literature
IDENTIFIERS- Allen (Woody); Communication Context; Historical Background; Online Courses; Twain (Mark); *University of New Haven CT

This syllabus describes a three-credit course entitled "American Humor," offered at the University of New Haven (Connecticut). According to the syllabus, "American Humor" will identify traits of American humor as historical phenomena with relations to national character, business attitudes, regionalism, folk humor, and health; historical precedents will be related to modern media, magazines, and television; and Mark Twain and Woody Allen will be studied as major American comic writers. The syllabus lists course prerequisites, gives a course description, specifies dates the course will run and date for

Educational reform is becoming synonymous with accountability. However, designing an effective accountability system poses serious challenges for states as is clear from the progress and pitfalls experienced by states such as Texas, Kentucky, and California. For example, many states tend to overload their new accountability programs, resulting in overly complex systems with questionable reliability, validity, and fairness. This Knowledge Brief is aimed at policymakers and educators now in the process of designing or redesigning accountability programs. It identifies seven key questions that must be addressed in planning an accountability system and lays out the issues, options, and potential pitfalls relevant to each. These questions are: (1) What are the primary goals to be accomplished with an accountability system? (2) What indicators should be included in the system? (3) Which students should be included in the system and when should they be tested? (4) What is the most appropriate accountability model for a given situation? (5) What consequences can the accountability model support? (6) How can the intended and unintended effects of the accountability system be evaluated? and (7) What will be done about the problems uncovered through the accountability system? Models currently used in Texas, Kentucky, and California are briefly described. (RT)

ED 461 923 EA 031 516

Davidson, Lelon; Stokes, Laura C.
Educators' Perceptions of Character Education.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Interpersonal Competence; Prevention; Program Effectiveness; *Program Evaluation; Sexual Harassment; Socialization; Violence
IDENTIFIERS- *Alabama; *Character Education

In 1995, Alabama joined many other states in passing mandatory character education as a response to violence in schools. Although the "Virtue of the Week" program had been implemented in Alabama schools for several years, little evaluation has been done to measure its effectiveness. In spring 2001, a study was carried out to analyze the effectiveness of character education based on the perceptions of Alabama public school administrators and teachers. Questions asked included: Did character education decrease discipline problems? Did it decrease sexual harassment? Did it result in better behaved students? Is it effective? A total of 249 practitioners participated in the study. Surveys asked for descriptive data and statements about character education. Likert-scale responses were analyzed statistically. Finding show that educators are supportive of character education. They feel it is needed in the schools and it results in improved behavior, fewer discipline problems, and less violence and sexual harassment. Their perceptions are that students are better citizens because of character education. They also believe it is an effective program in their schools. Both administrators and teachers felt the curriculum was adequate, lessons were relevant, and teachers were dedicated to teaching character education. Highlights of the Character Education Act are the school site. Chapter 3 provides an in-depth look at the power of reflection. Chapter 4 adds the "why and how" of collaboration. Chapter 5 introduces "SMART goals"--the means for powering shared responsibility's continuous personal and organizational learning. Finally, chapter 6 pulls all the elements together to describe what the leadership capacity created through shared responsibility looks like and feels like in practice. Appendix A contains sample tree diagrams, Appendix B contains a sample professional development plan, Appendix C describes components of the Verona Area School District Strategic Plan, and Appendix D provides a collection of self-assessment tools. (Contains 70 references.) (RT)

ED 461 943 EA 031 538

Camphire, Geoff
Within Reach: Realizing the Vision of High Standards. A Report of the State Education Improvement Partnership.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 31p.; Written with support from Adam Kernan-Schloss. Dane Linn and Bridget Curran also contributed to the writing of the report. Some color pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Improvement; Elementary Secondary Education; Standardized Tests; *Standards
IDENTIFIERS- *Reform Efforts

Many states that are implementing programs designed to institute higher academic standards are seeing signs that suggest they might want to "slow" some efforts, "stop" others, or "detour" to explore a different approach. Now is a good time for state leaders to take stock of lessons learned so they can review and refine approaches to educational reform. The State Education Improvement Partnership (SEIP) created this overview report to help governors, state legislators, members of state boards of education, and chief state school officers in realizing opportunities in standards-based education reform and to provide policymakers and opinion leaders with a national update and perspective on standards-based reform efforts. It highlights successes and puts current challenges in context; shares promising practices and recognizes the reality that dramatic improvements are possible and, in many places, already under way; and spurs continuing actions by policymakers, educators, parents, and others to put public education systems into practice that help many more students reach the desired standards. This report points out the ways of sustaining school improvement. (RT)

ED 461 944 EA 031 539

Pennycuick, David
School Effectiveness in Developing Countries: A Summary of the Research Evidence. Education Research Paper. Knowledge & Research.
PUB DATE- 98
NOTE- 35p.; A 1998 reprint of a paper originally issued in 1993.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Developing Nations; Educational Quality; Effective

art Materials (070)
DESCRIPTORS- Behavior Disorders; *Classroom Techniques; *Disabilities; Educational Principles; Elementary Secondary Education; Graduate Students; Higher Education; Inclusive Schools; *Instructional Effectiveness; Interpersonal Competence; Learning Disabilities; Mild Mental Retardation; Preservice Teacher Education; Special Education; *Student Characteristics; *Teaching Methods

This text is intended to introduce undergraduate or graduate general or special education majors to student characteristics and teaching strategies with students who have mild disabilities (mild mental retardation, behavior disorders, and learning disabilities). Part 1 addresses the characteristics of students with mild disabilities. Chapter 1 explains the basic principles of special education, including its history, legal mandates, and descriptions of various types of disabling conditions. Chapters 2 through 4 present detailed information on each of the three mild disabilities, including practical teaching strategies for each. Chapter 5 considers cross-categorical characteristics and educational strategies. Part 2 of the book details effective teaching practices with this population. Chapter 6 explains how to organize and implement inclusion programs. Chapter 7 looks at teaching from the point of view of the learner. Chapters 8 and 9 detail instructional modification and classroom management practices. Chapter 10 extends this discussion to an analysis of social skills instruction. The final chapter describes the value of family-school cooperation and describes programs that include families. Appendices include a special education chronology, a guide to commonly used psychoactive medications, a guide to congenital disorders, a guide to tests, and a sample Individualized Education Plan. (Contains approximately 850 references.) (DB)

ED 461 963 EC 308 814

Pierangelo, Roger; Giuliani, George A.
Assessment in Special Education: A Practical Approach.
PUB DATE- 02
NOTE- 400p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Behavior Rating Scales; *Disabilities; Disability Identification; Elementary Secondary Education; Eligibility; *Evaluation Methods; Individualized Education Programs; Language Tests; Legal Problems; Parent Participation; *Special Education; Statistical Analysis; *Student Evaluation; Teamwork; Test Reliability; Test Validity; Transitional Programs

The 19 chapters of this text on assessment in special education are divided into two parts. Part 1 discusses basic concepts in assessment in special education. Part 2 addresses the special education process by describing steps in the assessment continuum. Individual chapters examine the following topics: (1) an introduction to assessment; (2) legal issues in assessment; (3) basic statistical concepts; (4) validity and reliability; (5) scoring terminology used in assessment; (6) the Child Study Team and prereferral strategies; (7) the multidisciplinary team, testing considerations, and parental

Environments for Learning. Energy-Smart Building Choices.
PUB DATE- 01
NOTE- 9p.; Color photographs may not reproduce clearly. For other brochures in the series, see EF 006 058-059. Produced by the Office of Building Technology, State and Community Programs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; Elementary Secondary Education; *Energy Conservation; Guidelines; *Parent Participation; Public Schools; *Teacher Participation
IDENTIFIERS- *Learning Environment; Smart Schools

This guide explores the contributions that parents and teachers can make to enhance energy choice decisions that affect the design and operation of educational facilities. It also examines how making the right choice can create better learning environments. The guide reveals how schools have turned energy improvements into powerful teaching tools; how design guidelines help create high-performance school buildings; how smart schools incorporate energy features into the curriculum; and how smart energy decisions benefit schools, communities, and the environment. It further shows how much money schools can save by making the right energy choices, and it establishes the link between daylighting and improved test scores. (GR)

ED 461 983 EF 006 058

How School Administrators and Board Members Are Improving Learning and Saving Money. Energy-Smart Building Choices.
PUB DATE- 01
NOTE- 9p.; Color photographs may not reproduce clearly. For other brochures in the series, see EF 006 057 and 059. Produced by the Office of Building Technology, State and Community Programs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Decision Making; Elementary Secondary Education; *Energy Conservation; Guidelines; Public Schools; *School Administration
IDENTIFIERS- *Cost Containment; *Learning Environment

This guide shows ways that school administrators and board members can contribute to energy choice decisions for educational facilities, and it discusses how reducing operating costs also can create better learning environments. The guide reveals how design guidelines help create high-performance school buildings. It explains the use of energy equity to finance school energy improvements and also discusses how smart energy decisions benefit schools, communities, and the environment. The guide further shows how much schools can save by making the right energy choices, and it establishes the link between daylighting and improved test scores. (GR)

ED 461 984 EF 006 059

How School Facilities Managers and Business Officials Are Reducing Operating Costs and Saving Money. Energy-Smart Building Choices.
PUB DATE- 01

morphology, and guessing unfamiliar words from context. The paper describes the development of a resource for learners of economics and financial terminology and outlines a further computer-based research project that identifies types of tasks that are most effective in vocabulary learning. (Contains 19 references.) (SM)

ED 462 002 FL 027 152

Carroll, Piera
Levels of Understanding of L2 Literary Texts under Repeated Readings: Factors Contributing to Readers' Processing of Second Language Literature and Their Learning Outcomes.
PUB DATE- 01
NOTE- 23p.; Revised version of paper presented at the Annual Meeting of the American Association of Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Discussion (Teaching Technique); Foreign Countries; Hermeneutics; Higher Education; Italian; *Reading Comprehension; *Second Language Instruction; Teaching Methods
IDENTIFIERS- Australia; Learning Communities; Phenomenography; *Repeated Readings

This study investigated college students' levels of understanding of texts and reading processes, noting how they changed through a cycle of individual reading and writing followed by classroom comparison of students' responses, text re-reading, and re-writing. The study, which followed 17 students of continuing Italian over 6 weeks, involved phenomenography, hermeneutic pedagogy, second language (L2) reading approaches, and reader response and reception theory. Students repeatedly read a short story, then subsequently read two related short stories by the same author. Personal data gathered via a questionnaire at the beginning of the semester investigated students' background in first language (L1) literature and in other languages and attitudes toward L2 literacy studies. Overall, students with lower literacy competence reached higher levels of understanding of the text after class discussion. Repeated readings were effective in enhancing students' understanding of the text. This was achieved by the "narrow" reading process (focusing very closely on form) and at the same time leading students to link form to meaning and to their reading approach. The repeated reading approach was particularly effective within a hermeneutic pedagogy, focused on students sharing learning approaches and understanding of the text. There were qualitative and quantitative improvements at the group level. (Contains 52 references.) (SM)

ED 462 003 FL 027 153

Hill, Monica
English Vocabulary for Chinese Learners: Words in Your Ear.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Chinese; *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; *English (Second

scholarships for men's and women's intercollegiate athletics programs. Although the letters directly address the 25 complaints being specifically investigated by OCR, they are intended to provide guidance to all schools awarding such scholarships. An introductory letter by the Assistant Secretary, OCR, stresses that such scholarships should be made available to separate men's and women's athletic programs in a manner which is "substantially proportionate" to the participation rates of male and female athletes. The second, more extensive, letter to the General Counsel of Bowling Green University (Ohio) from the national coordinator for Title IX athletics, clarifies the coverage of Title IX and its regulations as they apply to both academic and athletic programs. It specifically discusses the 1979 Intercollegiate Athletics Policy Interpretation of the "substantially proportionate" provision of Title IX as it relates to athletic scholarships. (DB)

ED 462 023 HE 034 636

Brown, Walter A.; Gamber, Cayo
Cost Containment in Higher Education: Issues and Recommendations. ASHE-ERIC Higher Education Report, Volume 28, Number 5. Jossey-Bass Higher and Adult Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 187p.; Published six times a year.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgeting; Budgets; Case Studies; Costs; *Educational Finance; *Higher Education; *Resource Allocation
IDENTIFIERS- *Cost Containment

This book provides an overview of strategies colleges and universities can use to help contain costs. It also describes a range of strategies that have been used to contain costs and refine budgeting systems in an era of low returns on investment and greater competition. The volume synthesizes research on internal cost containment strategies across the institution from salaries to libraries to facilities and deferred maintenance. Case studies provide the context for suggested strategies and illustrate how implementation may differ based on the campus culture and environment. Following an introduction, the book contains these chapters: (1) "What's Driving Your Instructional Cost?"; (2) "Are There Cost Savings in Academic Libraries?"; (3) "Can Plant Operations and Facilities Continue To Be Ignored?"; (4) "Is Research a Facilitator or Barrier to Cost Containment?"; (5) "Can University Student Services Remain Viable with an Increasing Cost Structure?"; (6) "External Cost Factors: Are State's Policies for Higher Education Institutions Helping or Hindering Cost Containment Opportunities?"; and (7) "Conclusion and Recommendations." (Contains 370 references.) (SLD)

ED 462 024 HE 034 637

Margolis, Eric, Ed.
The Hidden Curriculum in Higher Education.
PUB DATE- 01
NOTE- 238p.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Activism; *College Students; Demonstrations (Civil); Educational History; Higher Education; Political Attitudes; Social Action; Student Attitudes; *Student Behavior

This book is an international history of student activism that chronicles 500 years of conflicts between student activists and the academy. The book makes the case that student rebellion is part of the advancement of knowledge, and as such is a continually occurring and vital social phenomenon. The chapters are: (1) "Riotus Interruptus? Early Defiance and Medieval Violence"; (2) "The Student Body Inflamed"; (3) "The Modernization of Student Power and Rise of the Student Leader"; (4) "Success, Sabers, and Sacrifice"; (5) "Reform and Terrorism in the 1920s and 1930s"; (6) "Student Militancy and Warfare, 1940-1959"; (7) "Student Resistance in the 1960s"; (8) "1968 and 1969: Student Power, Part I"; (9) "1968 and 1969: Student Power, Part II"; (10) "The 1970s: Campus Killings and Student Fury"; (11) "Revolution in a Postmodern World, 1980-1989"; and (12) "Student Unrest on the Eve of a New Millennium." An epilogue is titled "Whither Student Resistance?" (Contains 393 endnotes and 298 references.) (SLD)

ED 462 045 HE 034 659

Muthesius, Stefan
The Postwar University: Utopianist Campus and College.
PUB DATE- 00
NOTE- 340p.; Published for the Paul Mellon Centre for Studies in British Art.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Educational History; Foreign Countries; Higher Education; Institutional Characteristics; *Institutional Mission; Strategic Planning; *Universities; World War II
IDENTIFIERS- Canada; England; Germany; United States; *Utopia

This book examines the postwar building boom in higher education, describing the diverse approaches to the creation of new campuses in the United States, England, Canada, West Germany, and France and exploring the range of responses to "utopian dreams" from students, academia, and the public. The chapters are: (1) "USA: Campus vs. College"; (2) "English New University Design"; (3) "The New 'Urban' Campus in North America"; (4) "West Germany: Campus and College as 'Reform'"; (5) "Campus Planning Worldwide"; and (6) "Utopian Rhetoric and Its Determinants." (Contains numerous endnotes.) (SLD)

ED 462 046 HE 034 670

Cunningham, Alisa F.; Wellman, Jane V.; Clinedinst, Melissa E.; Merisotis, Jamie P.
Study of College Costs and Prices, 1988-89 to 1997-98. Volume 1. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 01
NOTE- 238p.; For Volume 2, see HE 034 671. C. Dennis Carroll was project officer.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Style; Educational Technology; Elementary Secondary Education; Higher Education; *Information Literacy; *Instructional Design; *Instructional Development; Learning Theories; *Library Instruction; Library Role; Optical Data Disks; Teaching Methods

This book discusses the theory and practice of information literacy instruction. Part I provides background, including the definition and history of information literacy instruction. Part II covers information literacy instruction building blocks, including: a brief introduction to learning theory; an overview of learning styles; library anxiety, mental models, and conceptual frameworks; and critical thinking and active learning. Part III addresses planning and developing information literacy instruction, including: program planning; selecting modes of instruction; the instructional menu; basic copyright and design issues; designing instructional modes and materials; and assessing, evaluating, and revising information literacy instruction programs. Part IV discusses delivering information literacy instruction, including: teaching--preparation, performance, and passion; designing information literacy instruction programs for diverse populations; delivering information literacy instruction in various environments; teaching technology; and using technology to teach. Part V discusses the future of information literacy instruction. The book comes with a CD-ROM, which includes tables describing various instructional modes, an interactive Web form and Web pages to aid in selecting among them, handouts for in-house training or personal use, and more. (Contains an index and 739 references.) (MES)

ED 462 066 IR 021 011

Hinchliffe, Lisa Janicke
Neal-Schuman Electronic Classroom Handbook.
PUB DATE- 01
NOTE- 257p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Design; Computer Uses in Education; Educational Equipment; *Educational Facilities Design; Educational Planning; *Educational Technology; *Electronic Classrooms; Elementary Secondary Education
IDENTIFIERS- Technology Implementation

This book discusses planning, designing, and implementing electronic classrooms. Chapters cover: (1) background, including the definition of electronic classrooms, classroom types, and justifications; (2) planning, including planners and the planning process; (3) gathering and analyzing information, including instructional needs assessment, situational audit, taking a tour, assumptions, prioritizing issues, and a timeline; (4) space, including location, size, layout, and aesthetics; (5) infrastructure, including the data network, electricity, lighting, and HVAC; (6) software, including types, security, licensing agreements, and remote access; (7) equipment and furnishings, including student workstations, Readers' Advisors" (Bill Crowley); (4) "Reinventing Readers' Advisory" (Duncan Smith); (5) "What We Know from Readers about the Experience of Reading" (Catherine Sheldrick Ross); (6) "The Reader's Altered State of Consciousness" (Brian Sturm); (7) "Readers' Advisory Service: Explorations of the Transaction" (Anne K. May); (8) "Advisory Services in the School Library Media Center" (Carol A. Doll); (9) "The Best Tools for Advisors and How to Integrate them into Successful Transactions" (Joyce G. Saricks); (10) "'No, Thanks-I'd Rather Do It Myself': Indirect Advisory Services" (Nora M. Armstrong); (11) "The Global Conversation about Books, Readers, and Reading on the Internet" (Roberta S. Johnson); (12) "Readers' Advisory and Nonfiction" (Robert Burgin); (13) "Viewers' Advisory: Handling Audiovisual Advisory Questions" (Randy Pitman); (14) "Leading the Horse to Water: Keeping Young People Reading in the Information Age" (Angelina Benedetti); (15) "The Future of Readers' Advisory in a Multicultural Society" (Alma Dawson and Connie Van Fleet); (16) "Conceptualizing a Center for the Reader" (Glen Holt). A concluding section, "Readers' Advisory Services Today and Tomorrow," is also provided. (Includes an index.) (AEF)

ED 462 084   IR 058 428

Ackermann, Eric George
Developing Comparative Bibliometric Indicators for Evaluating the Research Performance of Four Academic Nutrition Departments, 1992-1996: An Exploratory Study.
PUB DATE- 01
NOTE- 185p.; Master of Science Thesis, University of Tennessee, Knoxville.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Bibliometrics; *Citation Analysis; *Citations (References); *Comparative Analysis; Data Analysis; Evaluation Criteria; Evaluation Methods; Higher Education; Nutrition Instruction; Scientific Research
IDENTIFIERS- University of Tennessee Knoxville

This study develops a set of empirically and theoretically sound citation-based bibliometric indicators of scientific research performance and applies them in an exploratory comparative study of the University of Tennessee-Knoxville's (UTK's) Nutrition Department with three of its peer programs at the University of Florida, the University of Georgia, and Virginia Polytechnic Institute and State University over a five-year period (1992-1996). A search of the bibliometric literature revealed much criticism of the use of citation analysis, little consensus about the solutions, and even less empirical data applicable to departmental level studies. Therefore, for the purposes of this study, self-citations were not excluded from the data, equal publication credit was given for multi-authored papers, and the two-year citation window was used in the calculation of bibliometric indicators and impact measures. The overall conceptual approach used was a limited version of Martin and Irvine's (1981, 1983) methodology of multiple converging indicators of scientific performance, using only bibliometric indicators, drawing on the citation data from the Institute for Scientific Information's "Science Citation Index-Expanded," and the "Journal Citation Reports." A set of eight empirically sound and theoretically justifiable indicators was developed and applied in this study. Of the four peer Nutrition programs evaluated, the UTK Nutrition Department ranked second in both overall rankings and in the Actual Impact Group of

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Computer Networks; *Educational Technology; Internet; *Online Systems; Program Evaluation; *Student Attitudes; *Teacher Attitudes; Two Year Colleges; World Wide Web
IDENTIFIERS- *Santa Barbara City College CA

This document is a report on the Santa Barbara City College (California) Campus Pipeline, an online portal system that provides a single Web entry point to relevant academic and institutional information for students and faculty. Introduced in spring 2001, the pipeline initially involved 22 courses, 30 sections, and 14 instructors who agreed to participate in the pilot evaluation of the portal. Five of these courses were online. A total of 1,154 students also participated in the pilot test. The college administered a survey to explore students' and faculty's satisfaction with the system. Information on the most and least useful features of the portal were collected. Eight (57%) faculty and 279 (24%) students responded to the survey. Most students and faculty expressed that the overall system was very useful and easy to access. Some students expressed concerns about the lack of speed. Respondents rated the e-mail and school services features as the most useful. The links to student organizations and Web life were noted as being the least useful. The report contains two tables that detail student and faculty responses. Appendices contain a list of courses involved in the pilot test, along with information on instructors, enrollments, survey instruments, and comments. (MKF)

ED 462 104 JC 020 171

Status of the 1999-2002 College Plan: Goals and Objectives.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; College Role; Community Colleges; Educational Assessment; *Educational Objectives; *Educational Planning; *Institutional Mission; *Partnerships in Education; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This document describes the 1999-2002 College Action Plan for Santa Barbara City College (SBCC) (California). The plan consists of 14 goals and 40 objectives that specify the desired direction for all major instructional and service areas of the college. Goals include the following: (1) enhancing community knowledge and utilization of SBCC programs and services; (2) expanding cooperative services with area K-12 districts to facilitate student transition to SBCC; (3) establishing mutually beneficial partnerships; (4) increasing student attainment of educational goals; (5) utilizing alternative methods of delivering instruction; (6) developing curriculum initiatives that respond to changes in the workforce, technology, and student needs; (7) identifying and implementing new or enhanced support and instructional strategies to increase student attainment of goals; (8) restructuring leadership roles and organizational design from a function-based to a process-based model; (9) revitalizing the college's institutional planning, research, and assessment processes;

colleges. The paper considers the following issues: reasons for community college attendance among disabled students; differences in demographics and motivations among students with and without disabilities; and differences in these motivations by type of disability. A random sample of students, both with and without disabilities, was selected. The Educational Participation Scale (EPS) instrument was mailed to students, and a total of 198 responses were collected. The results of the study indicated that among students with disabilities, a higher proportion of them were female, older, and less likely to have children and work full-time, as compared with their non-disabled peers. In addition to demographic discrepancies between the two groups, students with disabilities also scored higher on four of the EPS factors: social contact, educational preparation, social stimulation, and cognitive interest, indicating that these students enrolled in community colleges for social and academic reasons. The opportunity to meet new people and explore intellectual curiosities encourages them to participate. (Contains 52 references and two appendices, including the EPS instrument.) (JCC)

ED 462 125 JC 020 194

Cabrillo College Master Plan, 2001-2004.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Community Colleges; Educational Objectives; *Educational Planning; *Master Plans; Mission Statements; *Organizational Objectives; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Cabrillo College CA

This document presents Cabrillo College's (California) master plan for 2001 to 2004. Major steps in compiling the master plan included: conducting environmental scanning, making planning assumptions, establishing goals, identifying objectives, developing strategies, and evaluating the plan. The plan is based on six broad goals: (1) to enable students' attainment of their educational goals, including degrees and certificates, transfers, job placement and advancement, basic skills, and lifelong learning; (2) to develop and implement curricula that respond to student learning needs, changes in technology, transfer education, the economy, and the workplace; (3) to foster a college environment and strong connection to the community that will attract and support a diverse and excellent faculty and staff; (4) to provide a college environment that attracts and supports students from a diverse community, and to increase enrollment and success via access and retention; (5) to continually update a flexible technology infrastructure and provide needed training; and (6) to develop and manage human resources, physical and financial resources to effectively support the learning environment. The plan for accomplishing each of these six goals is defined through a detailed listing of outcomes-oriented objectives and strategies, which includes specific academic year target figures for each objective. Contains eight appendices, including instructions on developing strategies for achieving plan objectives. (KP)

ED 462 126 JC 020 195

Evans, Ruby

Information Centre for Media and Communication Research).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Aggression; Audience Response; Children; Literature Reviews; Mass Media; *Mass Media Effects; *Media Research; Popular Culture; *Violence

This document compiles and classifies research findings on the influences of media violence, particularly its effects on children's and young people's aggression or violent behavior; the review draws on many studies with different theories and methods. The research findings are presented in the following areas: (1) imitation; (2) aggression (including the influence of different kinds of violence); (3) fear; (4) conceptions of violence in reality; (5) habituation; (6) constructive actions; (7) excitement; (8) identity seeking/group belonging; and (9) working through problems, understanding, or knowledge. The review also touches on research that explores media violence through the lenses of other media content, culture at large, and political economy. Based on the review, it was concluded that, looking beyond direct and simple causal relations between media violence and aggression, everyone receives impressions from and is in some way negatively influenced by media violence, although in different ways based on varying motives, intentions, wishes, and life conditions. (Contains 16 notes, some of which reference studies in the review.) (EV)

ED 462 146 PS 030 046

von Feilitzen, Cecilia; Bucht, Catharina
Outlooks on Children and Media: Child Rights, Media Trends, Media Research, Media Literacy, Child Participation, Declarations. Children and Media Violence Yearbook, 2001.
SPONS. AGENCY- Nordic Council of Ministers, Copenhagen (Denmark).
PUB DATE- 01
NOTE- 177p.; For 2000 Yearbook, see ED 444 757. Clearinghouse is located at the Nordic Information Centre for Media and Communication Research (Nordicom).
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Advertising; Childhood Attitudes; *Children; *Childrens Rights; Childrens Television; Comparative Analysis; Computer Games; Developed Nations; Developing Nations; Federal Legislation; Foreign Countries; Literacy; *Mass Media Effects; Mass Media Role; Mass Media Use; *Media Research; Nonprint Media; Organizations (Groups); Participation; Programming (Broadcast); Violence
IDENTIFIERS- Media Analysis; Media Characteristics; Media Exposure; Media Habits; *Media Literacy; United Nations Convention on Rights of the Child

Focusing on media literacy, this yearbook compiles information on recent and current trends in media effects, including research on children and media, declarations related to the area, and a selection of relevant organizations and Web sites. The report first delineates children's rights as stipulated in the U.N. Convention on the Rights of the Child and presents information on the distribution of children and adolescents worldwide. Current research information is then presented on the following topics: (1) the changing media environment; (2) recent trends in children's television programming by region; (3) violence in electronic games; (4) the impact of advertising in audio-visual and digital children's media; (5) children's access to media by

PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Safety; Death; *Incidence; Mortality Rate; Motor Vehicles; *Restraints (Vehicle Safety); Tables (Data); *Traffic Accidents; Traffic Safety; Vehicular Traffic
IDENTIFIERS- United States

This document provides statistical information on the benefits of occupant restraint systems in U.S. motor vehicle accidents. Data tables include: (1) estimated number of lives saved by restraint systems (seat belts, air bags, child restraints), 1975-2000; (2) cumulative estimated number of lives saved by safety belt use, 1975-2000; and (3) cumulative estimated number of lives saved by child restraints, 1975-2000. According to the data, an estimated 135,102 lives were saved by safety belts from 1975 through 2000. If all passenger vehicle occupants over age 4 had worn safety belts, an additional 9,238 lives could have been saved in 2000. Similar benefits are evident from use of air bags and child restraints. (EV)

ED 462 167 PS 030 100

Overview. Traffic Safety Facts, 2000.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Bicycling; Death; Driving While Intoxicated; *Incidence; Injuries; Mortality Rate; Motor Vehicles; Restraints (Vehicle Safety); Sex Differences; Tables (Data); *Traffic Accidents; Traffic Safety; Vehicular Traffic
IDENTIFIERS- United States

This document provides statistical information on U.S. motor vehicle and traffic safety. Data include: (1) motor vehicle occupants and non-occupants killed and injured, 1990-2000; (2) persons killed and injured, and fatality and injury rates, 1990-2000; (3) restraint use rates for passenger car occupants in fatal crashes, 1990 and 2000; (4) intoxicated drivers in fatal crashes, by age group, 1990-2000; (5) previous driving records of drivers killed in traffic crashes, by blood alcohol concentration, 2000; (6) fatal crashes, by speeding status, 1990-2000; (7) speeding drivers in fatal crashes, by age and sex, 2000; (8) percentage of all drivers involved in fatal crashes that were speeding, by blood alcohol level, 2000; (9) speeding, alcohol involvement, and failure to use restraints among drivers involved in fatal crashes, by vehicle type, 2000; (10) fatalities and injuries in crashes involving large trucks, 2000; (11) fatalities in traffic crashes, 1990 and 2000; (12) driver fatality rates by age and sex, 1996; and (13) non-occupant traffic fatalities, 1990-2000. According to the data for 2000, the fatality rate per 100 million vehicle miles of travel fell to a new historic low of 1.5, with increased seat belt use and decreased alcohol involvement as contributors. (EV)

ED 462 168 PS 030 101

Pedalcylists. Traffic Safety Facts, 2000.
PUB DATE- 00
NOTE- 6p.

EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; *Children; *Effect Size; *Family Programs; *Family (Sociological Unit); Meta Analysis; National Surveys; Outcomes of Treatment; Program Effectiveness; Program Evaluation
IDENTIFIERS- *Family Resource and Support Programs; *Family Support

This volume is part of the final report of the National Evaluation of Family Support Programs and details findings from a meta-analysis of extant research on programs providing family support services. Chapter A1 of this volume provides a rationale for using meta-analysis. Chapter A2 describes the steps of preparation for the meta-analysis. Chapter A3 describes the 260 programs or interventions represented in the meta-analysis, examines their representativeness by comparing them with 167 family support programs that were not evaluated, describes characteristics of the studies included in the analysis, and compares them with excluded studies. Chapter A4 describes the analytic approach to answering the central research questions regarding the impact of family support services on selected child and adult outcomes and the program or treatment characteristics related to impacts. Chapter A5 details the findings of the meta-analysis. The analysis revealed that programs providing family support services had small but statistically significant average short-term effects on child cognitive development and school performance, child social and emotional development, child health, child safety, parent attitudes and knowledge, parenting behavior, family functioning, parental mental health and health risk behaviors, and economic well-being. Associated with stronger child outcomes were programs that targeted special needs children. Associated with less strong child outcomes were programs that used home visiting as their primary method of working with parents. Programs with the largest parent effects focused on developing parents' skills as effective adults: self-confidence, self-empowerment, family management, and parenting. (Contains 59 data exhibits and 26 references.) (KB)

ED 462 187 PS 030 140

Guidebook to Collaborating with the Illinois Child Care Subsidy System.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 01
NOTE- 48p.; Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agencies; *Agency Cooperation; Children; *Cooperation; *Day Care; Day Care Centers; Early Childhood Education; Eligibility; Partnerships in Education; Program Descriptions; State Programs
IDENTIFIERS- *Illinois; Project Head Start; *Subsidized Child Care Services

This guide provides information on using the Illinois Child Care Subsidy System in order to assist Illinois early childhood education and care programs in collaborating with other agencies and programs to plan and provide quality, consistent

IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 8 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 8 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Information and Communication Technology"; (10) "Integrated Occupational Program," and (11) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other than English, and other programs such as Environmental and Outdoor Education, and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 204 PS 030 176

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Grade 9.
PUB DATE- 01
NOTE- 45p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-177.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Education; Career Exploration; *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; French; *Grade 9; Health Education; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Curriculum; Outcomes of Education; Parent Materials; Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

Parents are vital partners in the educational system. This handbook provides parents with information about the Grade 9 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Junior High Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 9 curriculum. Following introductory material, sections include: (1) "What Is Curriculum?"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Physical Education"; (8) "Health and Personal Life Skills"; (9) "Information and Communication Technology"; (10) "Integrated Occupational Program"; and (11) "Optional Courses" in Career and Technology Studies, Fine and Performing Arts, Language Programs and Courses Other than English, and other

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Graduates; Developed Nations; *Education Work Relationship; *Employer Attitudes; Employment Qualifications; Foreign Countries; Job Skills; National Surveys; On the Job Training; *Outcomes of Education; Productivity; *Program Effectiveness; Technical Education; Two Year Colleges; *Vocational Education; Vocational Followup
IDENTIFIERS- *TAFE (Australia)

The 2001 Australian national Survey of Employer Views on Vocational Education and Training (VET) was similar to earlier studies but included more questions about employers' views about recent VET graduate employees. The survey was a sample survey and provides estimates of the results that would be found had all employers in Australia been interviewed. Highlights of the findings of the survey are the following: (1) overall, about 80 percent of employers of recent VET graduates reported being satisfied to very satisfied with VET providers; (2) more than two-thirds of employers of recent VET graduates thought that the VET system is providing graduates with skills appropriate to employers' needs; (3) 84 percent of employers were very, or quite, satisfied with the skills of graduates; (4) 82 percent of employers were very, or quite, satisfied with VET course delivery; (5) about three-quarters of employers of recent VET graduates believe that training pays for itself through increased worker productivity; and (6) the reason most cited by employers for not having VET graduate employees was that VET qualifications are not relevant to their industry. (KC)

ED 461 725 CE 082 763

TAFE and University Graduates. Australian Vocational Education & Training Statistics, 2000. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 13p.; Produced with the cooperation of the Graduate Careers Council of Australia.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; College Graduates; Comparative Analysis; Developed Nations; Foreign Countries; *Graduate Surveys; *Higher Education; Job Skills; On the Job Training; *Outcomes of Education; *Program Effectiveness; Student School Relationship; Technical Education; *Two Year Colleges; *Vocational Education; Vocational Followup
IDENTIFIERS- *Australia; TAFE (Australia)

A study compared surveys conducted in 2000 of the graduates of Australian TAFE (Technical and Further Education) and university bachelor programs and outlined some of the similarities and differences between the two sectors. Some of the key findings of the study are the following: (1) 89 percent of TAFE graduates were employed or in further study within 6 months of completing their course, and 92 percent of university graduates were employed or in further study within 4 months; (2) university graduates were much more likely to have undertaken their course on a full-time basis (75 percent) than TAFE graduates (37 percent); (3) TAFE graduates were on average older than university graduates, with the median age of responding graduates for TAFE being 27 years and for university, 23 years; (4) university graduates employed after their course were more likely to enter the full-time workforce

IDENTIFIERS- Self Sufficiency; Workforce Investment Act 1998; *Youth Opportunity Program

A follow-up audit evaluated the program effectiveness of three Kulick Youth Opportunity pilot grants. For the 105-participant sample in the initial audit, earnings were analyzed to determine whether youths' earnings increased or decreased in the year after the initial evaluation. Separate earnings analyses were performed for calendar year 1999 for the entire 1,851 participant universe for the three pilot grants. Overall, approximately 70 percent had earnings in the follow-up period--69 percent for the sample; 71 percent for the universe--with an overall annual earnings increase for the sample from $4,217 to $5,482. For the universe, average annual earnings were $5,982. Tracking the earnings of the sample disclosed 34 percent of the earnings showed no significant increase or decrease between the 2 periods; 30 percent decreased; and 36 percent increased; about half had no earnings in the last quarter of the evaluation period; of the sample who had earnings in that quarter, those with quarterly earnings over $2,000 increased from 28 percent to 49 percent. For the follow-up audit period, of the 72 sample participants with earnings, 82 percent had 3 or fewer employers, and 68 percent had earnings in more than 2 quarters. Of the 1,310 universe participants with earnings, 87 percent had 3 or fewer employers, and 61 percent had earnings in more than 2 quarters. While earnings outcomes appeared to be improving, grantees' services still needed to be improved to lead these youths to self sufficiency. (YLB)

ED 461 743 CE 082 878

Job Training Partnership Act Title II-C Out-of-School Youth Performance Audit.

PUB DATE- 01
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Audits (Verification); *Employment Potential; Federal Legislation; Federal Programs; *Job Training; *Out of School Youth; Outcomes of Education; Program Effectiveness; Program Evaluation; *Wages; *Youth Employment; *Youth Programs
IDENTIFIERS- Job Training Partnership Act 1982; *Out of School Youth Program; Workforce Investment Act 1998

The Job Training Partnership Act's Out-of-School Youth program (OSY) was audited to determine whether participants' reported outcomes for positive terminations were accurate and fully documented and what impact program interventions had on participants' post-program earnings. Program services and outcomes were audited for 499 OSY participants at 34 randomly selected Service Delivery Areas. Findings indicated that positive program outcomes that were sufficiently documented were significantly lower than those reported; a significant number of entered unsubsidized employment terminations were reported in error and others were in question; documentation supporting youth employability enhancements was seriously deficient; participants' post-program earnings were affected by program interventions and level of participants' participation; post-program earnings were directly impacted by the type of training a participant received; and almost half of the training activities to address participants' barriers were not completed. (Appendixes include primary criteria for youth employability enhancements; sampling plan for the audit; and Deputy Assistant Secretary's response to the draft report.)

Foundation, Flint, MI.;
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; At Risk Persons; Career Academies; Community Programs; Counseling Services; Definitions; *Disadvantaged Youth; Dropout Prevention; Dropouts; Early Parenthood; Education Work Relationship; Employment Programs; Family Influence; Family Problems; Federal Legislation; Federal State Relationship; High School Equivalency Programs; Models; Needs Assessment; *Policy Formation; Pregnancy; Prevention; Private Sector; Program Content; *Public Policy; Secondary Education; Vocational Education; *Welfare Recipients; Youth Employment; *Youth Problems; *Youth Programs
IDENTIFIERS- General Educational Development Tests; Personal Responsibility and Work Opp Recon Act; Self Sufficiency; *Temporary Assistance for Needy Families

Older teens living in families receiving Temporary Assistance to Needy Families (TANF) face serious sociodemographic disadvantages. When combined with the characteristic risk-taking behaviors of adolescence, these disadvantages pose a threat to TANF teens' immediate and future physical, psychological, and emotional health and to their long-term academic and economic well-being. Older TANF youths who are "child-only cases" (minors whose TANF benefits are determined without considering caregivers' needs and income) often face additional problems, including experiences of dysfunctional home situations, separation anxiety, and emotional and academic problems. Youth development programs aim to prepare young people to meet the challenges of adolescence and adulthood through various experiences and activities that increase social, moral, emotional, physical, and cognitive competency. They can include state-based, community-based, and school-based efforts. The following types of programs and activities are important components of state and local efforts to promote self-sufficiency among older TANF teens transitioning off cash assistance: teen pregnancy prevention; family violence services; school completion/dropout prevention; and general education development (GED) certificate programs. Programs for in-school youth include career academies and vocational-technical education. Programs for out-of-school youth include YouthBuild and Department of Labor youth employment programs. Research has documented the negative effects of poverty and welfare receipt on youth outcomes but has also identified effective and innovative programs for at-risk youth. (Contains 40 references.) (MN)

ED 461 759 CE 082 903

Relave, Nanette
Involving Employers in Welfare-to-Work Efforts.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; David and Lucile Packard Foundation, Los Altos, CA.; Mott (C.S.) Foundation, Flint, MI.; Edna McConnell Clark Foundation, New York, NY.;
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-

Restructuring; Counseling; Intervention; Mental Health; Mental Health Workers; *Pharmacology; Psychopathology; Theory Practice Relationship
IDENTIFIERS- *Panic Disorder

This article presents specific, practical information to guide mental health counselors in treating individuals who meet the criteria for panic disorder. It delineates the specific strategies identified in the research literature for use by mental health counselors. Full resolution of panic attacks by one form of treatment may not always be possible and based on current outcome research, a combined psychopharmacological and cognitive-behavioral approach is recommended. Although the prescription of pharmacological treatment for panic disorder is outside the scope of practice for the mental health counselors, knowledge and understanding of effective drug therapy is necessary and an extensive description is included of the most common drugs used. Cognitive and behavioral therapies have been found to be effective; research has focused on the efficacy of some combination of cognitive restructuring; focused cognitive therapy; panic education; guided imaginal coping; breathing retraining and respiratory control; interceptive exposure therapy; and panic inoculation. Several of these approaches are explained in this article. More research is suggested on the efficacy of specific combinations of interventions in the treatment of panic disorder. (Contains 116 references.) (JDM)

ED 461 777 CG 031 524

Gentile, Douglas A.; Walsh, David A.; Bloomgren, Barry W., Jr.; Atti, Jule A.; Norman, Jessica A.
Frogs Sell Beer: The Effects of Beer Advertisements on Adolescent Drinking Knowledge, Attitudes, and Behavior.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Biennial Conference of the Society for Research in Child Development (Minneapolis, MN, April 19-22, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Advertising; *Alcoholic Beverages; Correlation; Drinking; Influences; *Mass Media Role; Multiple Regression Analysis; *Predictor Variables; Secondary Education; Secondary School Students; Student Behavior; Student Surveys

This present research reveals how beer advertising affects adolescents' knowledge of beer brands, drinking attitudes, and drinking behaviors. In addition to traditional psychological approaches for measuring media effects on alcohol-related behaviors and attitudes, market research advertising tracking methods were included to permit a clearer and more complete picture of the effects of beer advertising on young people. Seventh through twelfth grade students (N=1,588) attending mandatory health classes in midwestern suburban schools and eastern urban schools participated in the study. Correlation analyses were conducted to determine whether the amount of money spent advertising beer brands in 1998 and 1999 strongly predicted adolescents' brand awareness, preference, and highest brand loyalty among adolescents. Regression analyses were also conducted to determine the predictors of students' intention to drink beer after they turned 21 and to determine the predictors of students' actual drinking behaviors. The pattern of results showed that the media and advertisements are significant predictors, and perhaps the most significant predictor of dominant students. Educators must also understand that they are responsible for teaching the values of the culture. The system must ensure those individuals willing to implement change are supported in their efforts. Recommendations are presented for what individual schools can do to meet these multicultural objectives. Eleven guiding principles are reviewed that serve as a philosophy for increasing multicultural understanding. (JDM)

ED 461 800 CG 031 548

Zambrano, Elias
Opening the Dialogue: A Model for Districtwide Cross-Cultural Effectiveness Training.
PUB DATE- 02
NOTE- 11p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comprehensive Guidance; *Cross Cultural Training; Educational Environment; Educational Objectives; High Schools; *Models; Racial Attitudes; *School Counseling; School Districts; School Guidance; Training Objectives
IDENTIFIERS- Texas

Allegations that a racially hostile environment existed at one high school led to a district-wide training session on cultural sensitivity. A model was developed to address the commitment to cultural sensitivity training. Objectives were identified to meet the goals established for the training sessions and activities were selected to address each objective. Feedback from the staff pointed to the fact that the model was largely effective in training professional staff in cross-cultural competence. Several recommendations are presented for those who have similar needs to provide training in cultural effectiveness. (JDM)

ED 461 801 CG 031 553

Hiebert, Bryan
Canadian Standards for Career Development Practitioners: Focus on Implementation.
SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 13p.; Paper presented at NATCON (27th, Ottawa, Ontario, Canada, January 22-24, 2001). NATCON stands for the National Consultation for Career Development. Author is co-chair of the National Steering Committee for Career Development Guides and Standards. Panel members included Barb MacCallum, Lynne Bezanson, Gillian Johnston, John Stewart, Mary Cawley, Clarence de Schiffart, Valerie Ward, Vicki Mason, and Nicole Galarneau.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Career Counseling; Career Development; Competence; Foreign Countries; *Guidelines; Models; *National Standards; *Program Implementation; Theory Practice Relationship
IDENTIFIERS- Canada

up through the elementary grades and covering all the different genres that are important to students. More than 6000 leveled titles for Grades 2-6 are featured in this guide, including both fiction and nonfiction--as well as popular series books and short story collections--and genres as diverse as realistic fiction, historical fiction, fantasy, traditional literature, biography, and information books on a variety of content topics. Books are organized by title, by level of difficulty, and by genre to assist teachers not only in providing a range of quality texts in guided reading, but also in making recommendations for independent reading. In addition to the book list itself, the guidebook also informs readers about selecting and using books for different purposes in the literacy program and the process of "leveling" books--with many prototype descriptions for fiction and factual books at each level. The guidebook offers a detailed explanation of the leveling process, advice on analyzing text characteristics as a foundation for teaching and using benchmark books to assess instructional levels for guided reading, along with separate chapters on how to select books and organize quality libraries in intermediate classrooms. There is also a full chapter on acquiring books and writing proposals to fund a school or a teacher's efforts. Publishing and other information is appended. (Contains 21 professional references.) (NKA)

ED 461 823 CS 014 500

Lee, Carol D., Ed.; Smagorinsky, Peter, Ed.
Vygotskian Perspectives on Literacy Research: Constructing Meaning through Collaborative Inquiry. Learning in Doing: Social, Cognitive, and Computational Perspectives.
PUB DATE- 00
NOTE- 280p.; Chiefly based on papers presented at a conference entitled "A Vygotsky Centennial" (Chicago, IL, 1996). Published in collaboration with the National Council of Teachers of English.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Case Studies; *Cooperative Learning; *Cultural Context; Educational Practices; *Educational Research; Elementary Secondary Education; Ethnography; *Literacy; *Socialization; Teacher Education
IDENTIFIERS- *Collaborative Inquiry; Knowledge Development; Literacy as a Social Process; Meaning Construction; Theoretical Orientation; *Vygotsky (Lev S); Zone of Proximal Development

In this collection of essays, the authors use Lev Vygotsky's cultural-historical theory of human development to frame their analyses of schooling, with particular emphasis on the ways in which literacy practices are mediated by social interaction and cultural artifacts. The collection extends Vygotsky's cultural-historical theoretical framework to embrace nuances of learning and development that are influenced by culture as instantiated through the experience of race, ethnicity, and language variation. The first essay in the collection is: (1) "Introduction: Constructing Meaning through Collaborative Inquiry" (Carol D. Lee and Peter Smagorinsky). Under Part I--Paradoxes in Vygotsky's Account of Development--are the following essays: (2) "Vygotsky's Two Minds on the Nature of Meaning" (James V. Wertsch); and (3) "Creativity and Collaboration in Knowledge Construction" (Vera P. John-Steiner and Teresa M. Meehan). Under Part II--Studies of Collaborative Inquiry--are these essays: (4) "Dialogic Inquiry in Education: Building on the Legacy of Vygotsky" (Gordon Wells); (5)

PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; *Censorship; Class Activities; *English Instruction; Literature Appreciation; Nonfiction; Novels; Reading Interests; *Reading Material Selection; Secondary Education; Short Stories; Student Attitudes

A resource for finding appropriate works of adolescent literature and, when necessary, defending them against challenges, this book presents the recommendations of 25 educators concerning novels, nonfiction works, and short story collections that adolescents enjoy. Contributors provide synopses, sample excerpts, and brief author biographies, along with activities and objectives for teaching, as well as ways to deal with potential censorship challenges. Comments from teenagers supplement many of the rationales. Selection guides categorize titles by theme and by age level. Each rationale offers alternative and related titles. Essays are: "Am I Blue? Coming Out from the Silence" edited by Marion Dane Bauer (Nancy Prosenjak); "Weetzie Bat" by Francesca Lia Block (Karen Williams); "The Moves Make the Man" by Bruce Brooks (Chris Crowe); "Lakota Woman" by Mary Crow Dog and Richard Erdoes (Rene Schillinger); "The Crazy Horse Electric Game" by Chris Crutcher (Shirl Chumley); "Ironman" by Chris Crutcher (Lisa A. Spiegel); "The Ear, the Eye, and the Arm" by Nancy Farmer (Sylvia Pantaleo and Rebecca Luce-Kapler); "A Lesson Before Dying" by Ernest J. Gaines (Durthy A. Washington); "Annie on My Mind" by Nancy Garden (Lynne Alvine); "Out of the Dust" by Karen Hesse (Jackie E. Swensson); "Jack" by A. M. Homes (Greg Hamilton); "Their Eyes Were Watching God" by Zora Neale Hurston (Dawn Latta Kirby and Angela Dykstra); "The Bean Trees" by Barbara Kingsolver (Rebecca Luce-Kapler and Sylvia Pantaleo); "Spite Fences" by Trucy Krisher (C. J. Bott); "Memoirs of a Bookbat" by Kathryn Lasky (Donald R. Gallo); "In Country" by Bobbie Ann Mason (Lou Orfanella); "Out of Control" by Norma Fox Mazer (Linda Broughton); "Shizuko's Daughter" by Kyoko Mori (Connie S. Zitlow); "Fallen Angels" by Walter Dean Myers (Jolene Borgese and Susan A. Ebert); "If I Should Die Before I Wake" by Han Nolan (Jeffrey S. Kaplan); "When She Hollers" by Cynthia Voigt (Suzanne Lustie); and "Montana 1948" by Larry Watson (Susan McGinty). (RS)

ED 461 843 CS 217 725

Greenbaum, Beth Aviv
Bearing Witness: Teaching about the Holocaust.
PUB DATE- 01
NOTE- 193p.; Foreword by Gerda Weissman Klein and Kurt Klein.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; Ghettos; Jews; Nazism; *Racial Discrimination; Secondary Education; *Thematic Approach; *World War II
IDENTIFIERS- Concentration Camps; German History; *Holocaust; *Holocaust Literature

The literature of the Holocaust casts light into one of the darkest shadows in history--it is a literature worth teaching not only because of the lessons it teaches, but because of its reach into the depths of human experience. The teacher's job in teaching about the Holocaust is to explore and expose--to help students find their way through the material, to help them form substantive results of using the English language arts standards in the middle school. Detailed bibliographic references and highlighted standards guide educators in their quest to bring the standards in line with their own curriculum and classroom practices. (Contains 23 references). (NKA)

ED 461 864 CS 217 814

Smagorinsky, Peter
Standards in Practice, Grades 9-12.
PUB DATE- 96
NOTE- 152p.; For grade 6-8 standards in practice, see CS 217 813.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Cultural Context; *Educational Practices; *English Curriculum; High Schools; *Language Arts; *Literacy; Social Influences; *Standards
IDENTIFIERS- International Reading Association; National Council of Teachers of English

This book presents five composites of teachers and students in action to portray and elaborate on the English Language Arts standards developed by the National Council of Teachers of English and the International Reading Association. The book demonstrates that teaching and learning are not generic, homogeneous activities that transcend time, space, and culture. Each chapter-long narrative in the book follows a classroom community through a unit of study geared to that community's unique social and cultural context--with its own distinct set of values and with learners who bring these values to class. The book thus reveals the "situatedness" of both teaching and learning. It helps illustrate how every classroom teacher can adapt standards into a learner-centered pedagogy that capitalizes on students' strengths. Contains a glossary. (Each chapter contains resources.) (NKA)

ED 461 865 CS 217 815

Hutchinson, Jamie, Ed.
Teaching the Writing Process in High School. Standards Consensus Series.
PUB DATE- 95
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Class Activities; *Classroom Techniques; High Schools; Instructional Effectiveness; Learning Activities; *Process Approach (Writing); *Teacher Developed Materials; *Writing Exercises; *Writing Processes
IDENTIFIERS- National Council of Teachers of English; Purpose (Composition)

This book, part of a series which serve as guides for K-12 teachers who are striving to align lively, classroom-tested practices with standards, gathers together brief articles spotlighting suggestions for effective instruction. Beginning with activities that help students think through the audience

ED 461 884 CS 217 842

Loofbourrow, Peggy Trump, Ed.; Peterson, Art, Ed.
The Quarterly of the National Writing Project and the Center for the Study of Writing and Literacy, 1996.
SPONS. AGENCY- Department of Education, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 163p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Nonfiction; Program Descriptions; *Writing (Composition); *Writing Instruction; Writing Skills; Writing Workshops

This publication is devoted to concerns surrounding the teaching and learning of writing, and offers resources and ideas for professionals, including articles, interviews with prominent members of the field, book reviews, and brief updates on research by the National Center for the Study of Writing and National Writing Project activities. Articles in the first issue include: "A Poem for Each Student: Creating Community in the Learning Factory" (Sheryl Lain); "Stories out of School: First Grade Family Journals" (Stephanie Terry); "The Letter Exchange: Balancing Responsibility in the Writing Classroom" (Margaret Perrow); "Writing History: Before and After Portfolios" (Stan Pesick); and "A Picaresque Tale from the Land of Kidwatching: Teacher Research and Ethical Dilemmas" (Jane Zeni). Articles in the second issue of this volume include: "When Third-Grade Writers Do Case Studies" (Janet Kiddoo); "Why Ronnie Wrote about Cars" (Bonnie M. Faiman); "Sam and Ansley's Story" (Ansley Dauenhauer); "Writing for the Rest of Us" (Art Peterson); "How To Practically Guarantee Poor Student Writing--Without Even Trying" (Diane Boehm); and "Literacy and Numeracy in a Changing Workplace" (Mark Jury and Mira Katz). Articles in the third issue include: "Clicking on the Icon: How Technology Helped Amplify Some 'Micro-Voices'" (Jabari Mahiri); "Energy Conservation: The Evolution of Experimenters' Workshop" (Alexa Stuart); "Real World Feminism: A Teacher Learns from Her Students' Writing" (Lisa Orta); and "The Perils and Pleasures of Teacher Research: Excerpts from a Journal I Never Kept" (Martha Dudley). Articles in the fourth issue of this volume include: "Location, Location, Location: A Way into Descriptive Writing" (Ray Skjelbred); "Picture This!" (Stephen Marcus); "Literature in the Classroom or 'Say Not the Struggle Not Availeth" (Jane Juska); "How Enzymes Act: Skit Writing in Science Class" (John Dorroh); "Logorrhea or the Dangers of Unprotected Lex: Confessions of a Word Junkie" (Charles Waterworth); "Muscle Car English" (JoAnne Dowd); and "Creating a Work of Their Own: Skills and Voice in an Eighth Grade Research Project" (Robert Roth). (RS)

ED 461 885 CS 217 843

Loofbourrow, Peggy Trump, Ed.; Peterson, Art, Ed.
The Quarterly of the National Writing Project, 1997.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 171p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Black Dialects; Elementary Secondary Education;

registration, explains how to register, provides course details, profiles the instructor, and cites the requirements for completion of the course. It contains a detailed description and explanation of every aspect of the course, from course objectives to readings to the 15 different modules which make up the course. The syllabus explains grading standards, threaded discussion requirements, online office hours, and research paper requirements. A seven-item book list is appended. (NKA)

ED 461 905 CS 510 755

Mast, Yulia; Keyton, Joann
Communicating about Communication: Fostering the Development of the Communication Discipline in Russia.
PUB DATE- 02
NOTE- 28p.; Paper presented at the Annual Meeting of the Western States Communication Association (Long Beach, CA, March 2-5, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Communication (Thought Transfer); Foreign Countries; *Intellectual Disciplines; *Intercultural Communication; Literature Reviews; Research Needs
IDENTIFIERS- *Russia

Despite American domination of the social science study of communication, communication instruction is growing throughout the world. After the break-up of the Soviet Union in 1991, American scholars initiated activities to introduce Russian scholars to the communication discipline. This paper explores that journey by describing the history of the study of communication in Russia prior to its American introduction, and the current state of communication as a discipline in Russia. The exploration is completed with a review of contemporary studies of Russian-American intercultural communication and what is known of Russian communication practices through studies conducted by scholars of communication-related disciplines. The paper concludes with an agenda for research and teaching of communication in Russia and the role of American scholars in its development. (Contains 34 references.) (RS)

ED 461 906 CS 510 762

Dixon-Krauss, Lisbeth; McClanahan, Linda
Workplace English: From Literature Classics to Workplace Literacy.
PUB DATE- 02
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Classics (Literature); *English Instruction; *English Literature; High Schools; *Workplace Literacy

This paper explains the rationale and methods for integrating workplace literacy with English literature instruction for high school or adult students. The workplace literacy/English literature activities presented include: (1) a newsletter format reporting on the major historical periods in English literature; (2) a business project report used with "Beowulf";

attached. (RT)

ED 461 924 EA 031 517

Christy, W. Keith; McNeal, Larry
Influence of School Board Members on State Legislation in Arkansas.
PUB DATE- 01
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agenda Setting; *Boards of Education; *Educational Legislation; Elementary Secondary Education; Government School Relationship; Influences; Money Management; Policy; *Politics of Education; *State Legislation
IDENTIFIERS- *Arkansas

Two surveys were conducted during July-September 2000 at the request of the Arkansas School Boards Association (ASBA). Their purpose included identifying specific legislative issues that the organization would include in its legislative agenda for the 2001 session. Responses detailed board members' involvement in state and federal policymaking and yielded demographic data on the individuals serving as Arkansas school board members. Results of these surveys also provided board members' perspectives on financial issues at the state and federal levels, significant concerns at the local level, and policy issues at the state and federal levels. These perspectives provided the ASBA staff and board of directors with information to formulate its agenda based on data from the membership rather than from the undocumented opinions of a few. This paper presents the results of the 2001 Arkansas Legislative Session, specifically addressing the following topics: (1) greatest concerns of school boards; (2) chief obstacles to school boards in improving schools; and (3) individual school board members' significant concerns at the local level. It is possible for many additional conclusions to be drawn by in-depth review of these data. (RT)

ED 461 925 EA 031 518

What It Takes: 10 Capacities for Initiating and Sustaining School Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Change Strategies; *Community Support; *Educational Change; *Educational Improvement; Elementary Education; *Program Improvement; *School Restructuring

This guide presents practical applications from a research study about the processes that schools use to initiate and sustain reforms. It examines the history of 10 elementary schools in high-poverty settings, including details of behavioral and attitudinal changes. Ten capacities were associated with the

Schools Research; Elementary Secondary Education; *Foreign Countries; Literature Reviews; *School Effectiveness

This report reviews literature and presents evidence and findings from empirical studies and syntheses that encompass a wide range of contexts and topics relating to school effectiveness. The body of the report is arranged in seven sections. The introduction discusses the need for effective schools, and the concepts of effectiveness, efficiency, and quality, with a note on the methodology of school-effectiveness research. Section 2 presents evidence on a range of specific interventions: multigrade schools, preprimary education, school physical facilities, interactive radio instruction, textbooks and materials, and health. Section 3 looks at some curriculum and assessment issues: the relation of curriculum content to economic growth, vocational education, and examination reform. In section 4, factors influencing teacher effectiveness are considered. Section 5 presents evidence from general studies and reviews of school effectiveness in developing countries. Section 6 summarizes some relevant research from developed countries. Finally, Section 7 is devoted to policy implications. Appendix A is an extract from the Terms of Reference, and Appendix B is a table illustrating educational efficiency in developing countries. (Contains 57 references.) (RT)

ED 461 945 EA 031 540

Mirel, Jeffrey
The Evolution of the New American Schools: From Revolution to Mainstream.
PUB DATE- 01
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Development; *Educational Improvement; Elementary Secondary Education; Program Design; Program Evaluation; Program Implementation; Progressive Education
IDENTIFIERS- *New American Schools; Reform Efforts

This document describes the history of the New American Schools (NAS) organization from establishment in 1991 as the New American Schools Development Corporation (NASDC) to its present form. The organization requested proposals, received hundreds of applications, and ultimately selected 11. The successful proposals shared many ideas and assumptions rooted in the progressive education movement of the early 20th century, including whole-school reform. Unfortunately, design teams varied in the progress they made in participating schools because of the variety of programs, divisions in school communities, and resistance to change. Scale-up did occur along with a change in scope of operation. NAS ceased to operate as an agency committed to operating outside the constraints of Washington and became an institution with deep roots inside the Beltway. Evaluations of reform designs found mixed results with no dramatic achievement gains. In June 2001, the Memphis superintendent abandoned the district's involvement with whole-school reform after a survey showed no gains in student achievement and, in some cases, declines. It is presently difficult to assess the impact of the NAS initiative considering the variety of programs, a pervasive push to maintain the status quo of education, and cases of poor implementation and problematic evaluation. (RT) participation in the assessment process; (8) assessment of academic achievement; (9) assessment of intelligence; (10) assessment of behavior; (11) assessment of perceptual abilities; (12) assessment of oral language; (13) early childhood assessment; (14) assessment of hearing, physical and occupational therapy, and bilingual assessment; (15) determining whether a disability exists; (16) writing a comprehensive report in special education; (17) eligibility procedures for special education services; (18) development of the Individualized Education Program; and (19) transition services. Appendices provide additional resources related to testing and transition. (Contains approximately 275 references.) (DB)

ED 461 964   EC 308 815

Goor, Mark B.; Santos, Karen E.
To Think Like a Teacher: Cases for Special Education Interns and Novice Teachers.
PUB DATE- 02
NOTE- 123p.; Foreword by James M. Kauffman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Teachers; Case Method (Teaching Technique); *Case Studies; *Disabilities; Discipline; Diversity (Student); Elementary Secondary Education; Higher Education; Legal Problems; Preservice Teacher Education; Problem Solving; *Reflective Teaching; Special Education Teachers; Student Teaching; *Theory Practice Relationship

This book is intended to facilitate the development of reflective problem solving in preservice and novice special educators through the presentation of cases illustrating issues commonly experienced in student teaching and beginning employment experiences in special education settings. Each of the eight chapters begins with a brief introduction and multiple cases, followed by a series of reflective questions which explore case specifics as well as broad issues applicable across settings. The first chapter presents two longer cases relevant to new student teachers. The next five chapters are organized by theme. Chapter 2 deals with issues of communication and collaboration. Chapter 3 focuses on the impact of cultural/linguistic diversity. Chapter 4 presents cases about discipline, motivation, and classroom management. Chapter 5 examines dilemmas related to curriculum, instruction, and assessment. Chapter 6 offers cases representing issues in special education law and procedures. Chapter 7 is a series of cases told by a first-year teacher encountering the surprises and challenges of the new job. Chapter 8 focuses on the use of case writing to help novice teachers reflect on and systematically analyze their own experiences. An appendix provides a cross-reference for issues in each case with the Council for Exceptional Children's Knowledge and Skills Standards for Beginning Special Education Teachers. (DB)

ED 461 965   EC 308 816

Piastro, Dianne B.
Participation of Special Education Students in the Individualized Education Program.
PUB DATE- 00

NOTE- 9p.; Color photographs may not reproduce clearly. For other brochures in the series, see EF 006 057-058. Produced by the Office of Building Technology, State and Community Programs.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Decision Making; Elementary Secondary Education; *Energy Conservation; Guidelines; *Operating Expenses; Public Schools; School Administration
IDENTIFIERS- Cost Containment; *Facility Management

This guide addresses contributions that school facility administrators and business officials can make in an effort to reduce operating costs and free up money for capital improvements. The guide explores opportunities available to utilize energy-saving strategies at any stage in a building's life, from its initial design phase through renovation. The guide explains how design guidelines can help create high-performance school buildings. It also explores the use of energy equity to finance school energy improvements, and it discusses how smart energy decisions benefit schools, communities, and the environment. It further shows how much schools can save by making certain energy choices, and it establishes the link between daylighting and enhanced test scores. (GR)

ED 461 985 FL 023 453

Kennison, Shelia M.
The Role of Sentence Context in Processing Prepositional Phrases.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Testing; *Context Clues; Discourse Analysis; English (Second Language); Higher Education; *Language Processing; Lexicology; *Phrase Structure; *Prepositions; Reading Comprehension; *Structural Analysis (Linguistics); *Syntax; Undergraduate Students

This paper investigated if prior context was used by readers to resolve temporarily ambiguous prepositional phrases. The paper addresses two issues, referring to two competing approaches to sentence processing and testing the predictability of each approach in two online reading experiments. The issues focus on the Human Sentence Processing Mechanism (HSPM), looking at whether it is a single structural analysis or multiple structural analyses at points of syntactic ambiguity and how these structural analyses are generated during sentence processing. Two experiments test the predictions of the Garden Path models (the original Garden Path model and the Lexical Filtering Proposal) and the Constraint Satisfaction Approach, concerning the role of sentence context in resolving syntactic attachment ambiguities. Experiment 1 involved 42 undergraduate students, fluent in American English, and 18 experiment items; sentences were presented to subjects on a computer screen. Results did not support the strong lexical guidance predictions of the Constraint Satisfaction Approach and other lexically-driven models. Experiment 2 involved 24 undergraduate students, fluent in American English and using the same experiment items as in experiment 1, except that eye movements were recorded. Results indicate that eye gaze duration and total time data

Language); Foreign Countries; Higher Education; Second Language Instruction; Teaching Methods; *Vocabulary Development
IDENTIFIERS- Hong Kong

This article describes "Words in Your Ear," a vocabulary learning program for tertiary Chinese students who are learners of English at the University of Hong Kong, noting the University's 3-year partnership agreement with IBM to provide notebook computers to first-year students and provide new collaborative research opportunities for faculty. With "Words in Your Ear," students can access a text, together with a range of information about individual vocabulary items, including English meaning, Chinese translation, and pronunciation. "Words in Your Ear" allows students to select the information they require to help them learn unfamiliar words in context. It is also a research tool to establish which dictionary look-up procedures are most effective. On completion of the tutorial, students can work on three sets of exercises to assess their knowledge of the target words. Feedback is provided. Research indicates that most consider "Words in Your Ear" beneficial. The program is being further developed to incorporate a bank of texts from various disciplines for access as a Web-based learning tool. (SM)

ED 462 004 FL 027 154

Lo, Yi-Hsuan Gloria
From Western Language Teacher Education Programs to Eastern EFL Classrooms: Alienation of Theory and Practice.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (35th, St. Louis, MO, February 27-March 3, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cultural Differences; *Cultural Influences; Educational Theories; Elementary Secondary Education; *English (Second Language); Foreign Countries; Higher Education; Interviews; *Language Teachers; Masters Degrees; *Preservice Teacher Education; Questionnaires; Second Language Instruction; Theory Practice Relationship
IDENTIFIERS- Taiwan; Thailand

This study queried master's level teachers of English to Speakers of Other Languages (MA TESOL) from Taiwan and Thailand, all of whom received their degrees in the United States, returned home to teach English as a Foreign Language (EFL), then returned to the United States to pursue doctoral degrees. The study examined the extent to which MA TESOL programs fulfilled non-native EFL teachers' needs and expectations and factors hindering the fulfillment of those needs and expectations. Results found a gap between the theory respondents learned in their programs and the experience of teaching in their home countries. What they wanted most from their programs was improved language proficiency and EFL teaching methodologies. Instead, programs emphasized English as a Second Language (ESL) and were theory-oriented. They all had difficulty applying ESL-based teaching methodologies to their EFL teaching due to sociocultural differences. The researcher surveyed and interviewed one doctoral student, focusing on reasons for his replies, the researcher's assumptions about his replies, and reasons for tension during the interviews. The paper discusses what language teacher educators could do when facing non-native

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Hidden Curriculum; *Higher Education; Incidental Learning; *Socialization; Student School Relationship

The chapters in this collection explore how the pedagogical practices of higher education inform and also manage and socialize students. The essays consider how colleges and universities produce race, class, and gender hierarchies and reproduce conservative ideology. The chapters are: (1) "Peekaboo: Hiding and Outing the Curriculum" (Eric Margolis, Michael Soldatenko, Sandra Acker, and Marina Gair); (2) "Hiding in Plain Sight" (Marina Gair and Guy Mullins); (3) "Schooled by the Classroom: The (Re)production of Social Stratification in Professional School Settings" (Carrie Yang Costello); (4) "The Hidden Curriculum of Dissertation Advising" (Sandra Acker); (5) "'In the Image and Likeness?': How Mentoring Functions in the Hidden Curriculum" (Eric Margolis and Mary Romero); (6) "Training Capitalism's Foot Soldiers: The Hidden Curriculum of Undergraduate Business Education" (Kenneth N. Ehrensal); (7) "Downward Mobility 101: Learning To Be 'Flexible' in an Age of Uncertainty" (Caroline Childress); (8) "'Powder Puff Brigades': Professional Caring versus Industry Research in the Pharmaceutical Sciences Curriculum" (Linda Muzzin); (9) "'Plotting Something Dastardly': Hiding a Gendered Curriculum in Engineering" (Karen L. Tonso); (10) "Preparing To Be Privatized: The Hidden Curriculum of a Community College ESL Writing Class" (Mary Jane Curry); and (11) "Radicalism in Higher Education: How Chicano Studies Joined the Curriculum" (Michael Soldatenko). (Contains 3 tables and 394 references.) (SLD)

ED 462 025   HE 034 638

Francis, Leslie Pickering
Sexual Harassment as an Ethical Issue in Academic Life. Issues in Academic Ethics.
PUB DATE- 01
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Academic Freedom; College Faculty; College Students; Definitions; *Educational Policy; *Ethics; Higher Education; Legal Problems; Sexual Abuse; *Sexual Harassment

This book provides a full examination of sexual harassment as an ethical issue in education. It considers issues raised by the definition, understanding, and regulation of campus sexual harassment and addresses the arguments that regulation may conflict with academic freedom and choice in relationships. Part 1 contains these chapters: (1) "Sexual Harassment: The Issues"; (2) "The Roles of Education, Expression, and Freedom"; (3) "Sexual Harassment in the Law"; (4) "Sexual Harassment as a Moral Wrong: Assaults, Threats, and Offers"; (5) "The Wrongs of Sexual Harassment: Seductive Behavior and Gender Harassment"; (6) "Consensual Sex on Campus"; and (7) "Sexual Harassment Policies and Procedures." Part 2 contains writings about sexual harassment from diverse perspectives. The chapters of part 2 are: (8) "Sexual Harassment of Working Women: A Case of Sex Discrimination" (Catherine A. MacKinnon); (9) "The Lecherous Professor" (Billie Dziech and Linda Weiner); (10) "Sexual Harassment: Offers and Coercion" (Nancy Tuana); (11) "Sexual Harassment as Sex Discrimination: A Defective Paradigm" (Ellen Frankel Paul); (12) "A Feminist Definition of Sexual Harassment" (Anita M. Superson); (13) "Sexual Harassment and

DESCRIPTORS- College Students; *Costs; *Expenditures; *Higher Education; *Income; *Paying for College; Private Colleges; Public Colleges; *Student Financial Aid; Tables (Data)
IDENTIFIERS- Integrated Postsecondary Education Data System

In the 1998 Amendments to the Higher Education Act, Congress directed the National Center for Education Statistics to conduct a new study of higher education costs paid by institutions and prices paid by students and their families. This report is the final product of phase 1 of that study, which relied primarily on existing national data and statistical models, especially the Integrated Postsecondary Education Data System. The study analyzes trends in costs, prices, and revenues at postsecondary institutions from 1988-1989 to 1995-1996 (or 1997-1998 for public institutions). In both the public and private not-for-profit sectors, average tuition charges increased at a faster rate than inflation over the period of the analyses, and tuition charges also increased faster than most expenditure categories within the institutions. The overall share of revenue coming from tuition has increased on average for all institutional types in both sectors, compared with relative decreases in other revenue sources. Across all types of public institutions, in-state undergraduate tuition and fees increased annually, with a high of 4.3% at bachelor's institutions and a low of 3.4% at 2-year institutions. Comparable increases are seen for private institutions. Patterns in financial aid differed by type of institution, but more than two-thirds of first-time, full-time degree seeking undergraduates received aid at public colleges from any source. The models found no association between most financial aid variables and changes in tuition, with the single exception of institutional aid, which was found to have a positive association with tuition increases for public comprehensive and private not-for-profit institutions. In general, the study shows that available national data can be used to explore trends in revenues, costs, and prices for broad groups of institutions. Appendixes contain technical notes and a glossary. (Contains 73 tables, 5 figures, and 27 references.) (SLD)

ED 462 047   HE 034 671

Cunningham, Alisa F.; Wellman, Jane V.; Clinedinst, Melissa E.; Merisotis, Jamie P.
Study of College Costs and Prices, 1988-89 to 1997-98. Volume 2: Commissioned Papers. Statistical Analysis Report. Postsecondary Education Descriptive Analysis Reports.
PUB DATE- 01
NOTE- 129p.; For Volume 1, see HE 034 670. C. Dennis Carroll was Project Officer. Papers presented at the National Invitational Meeting on College Costs and Prices co-sponsored by NCES and National Postsecondary Education Cooperative (Washington, DC, August 2-3, 2000).
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Costs; *Expenditures; *Higher Education; *Income; *Paying for College; Private Colleges; Public Colleges; *Student Financial Aid
IDENTIFIERS- Integrated Postsecondary Education Data System

In the 1998 Amendments to the Higher Education Act, Congress directed the National Center for Education Statistics to conduct a new study of higher education costs paid by institutions and prices paid by students and their families.

instructor workstations, writing surfaces, projection system, acoustics, printer station, assistive technologies, ergonomics, audience response system, mobile classrooms, distance learning technologies, and accommodating print materials; (8) budgets and expenditures, including costs, preparing the budget, grants/external funding, impact of budget limitations, and phased implementation; (9) construction and occupancy, including an architect and/or project manager, drawings and schedules, bidding, building, and moving in; (10) classroom administration, including personnel, ongoing expenditures, maintaining, refurbishing, upgrading, policies and procedures, marketing and promotion, scheduling, statistics, and other instructional spaces; (11) teaching and learning strategies, including transforming the learning experience, teaching methods, classroom competencies, and instructional materials; (12) evaluation, including needs assessment, logbook, observation, focus group, student evaluation form, instructor survey, and individual conversations; and (13) the future, including embracing information literacy, new understandings of teaching and learning, proliferating data types and formats, and advances in technology. Appendices include: reproducible figures; laws, codes, regulations, standards, and guidelines; a directory of suppliers; library classroom World Wide Web sites; sample instruction materials for the research process and for evaluating information; and school, public, and special library case study examples. (Contains an index and 191 references.) (MES)

ED 462 067 IR 021 020

Moore, David M., Ed.; Lockee, Barbara B., Ed.; Moore, David R., Ed.
Technology and Learning: Putting the Research To Work. Hot Topics Series.
PUB DATE- 01
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; *Information Technology; Instructional Design; Instructional Development; *Multimedia Instruction
IDENTIFIERS- Information Age; *Technology Utilization

This report focuses on the nature, use, and challenges of educational technology. The following articles are included: "Technology and Change for the Information Age" (James B. Ellsworth); "Education in a Digital Democracy: Leading the Charge for Learning about, with, and beyond Technology" (Mark David Milliron and Cindy L. Miles); "Toward a Philosophy of Instructional Technology: Thirty Years On" (Donald Ely); "Cognitive Efficiency: Toward a Revised Theory of Media" (Tom Cobb); "Remaking the Academy: 21st-Century Challenges to Higher Education in the Age of Information" (Jorge Klor de Alva); "Muffled Voices: Teachers' Concerns Regarding Technological Change" (Susan C. Fisher and Marianne K. Dove); "New Insights on Technology Adoption in Schools" (Lorraine Sherry and others); "Technology Transfer in Schools: From Research to Innovation" (Rosa Maria Bottino, Paola Forcheri, and Maria Teresa Molfino); "Beyond Technology" (Jamie McKenzie); "Lessons Learned from Teaching with Technology: A Critical Perspective" (Rhonda Taylor Richards); "Technology Professional Development for Teachers" (Lynne Schrum); "Exemplary Technology Use in

Indicators, and ranked third in the Publication Output and Benchmark Groups of Indicators. Forty-three tables and figures are included. Appendixes contain: an annotated bibliography of selected papers relating to journal impact factors; evaluation of bibliometric indicators from the nine bibliometric studies analyzed in the literature review for possible use in this study; evaluation of the nutrition programs from each UTK peer institution for use in this study; data worksheet forms; and journal set data for each nutrition program, by year, 1992-1996. (Contains 56 references.) (Author/AEF)

ED 462 085 JC 020 128

Ybarra, Michael
Fall 2000 Institutional Effectiveness Survey: Preliminary Written Analysis.
PUB DATE- 00
NOTE- 13p.; The Accreditation Index is available online.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); *Administrator Attitudes; College Role; Community Colleges; *Educational Assessment; Educational Objectives; Outcomes of Education; Participant Satisfaction; *Student Attitudes; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Cerritos College CA

This document is a narrative summary of an institutional effectiveness survey administered in the fall of 2000 at Cerritos College (California). The survey was designed to assess satisfaction with the institution. Administered to help meet the accreditation standards set by the Western Association of Schools and Colleges (WASC), the survey questioned six groups of people impacted by the actions of the community college: administrators, full-time faculty, part-time faculty, full-time staff, students, and members of the surrounding community. A total of 2,341 surveys were issued, with 514 (22% response rate) being completed and returned. The survey asked people to rate, on a scale of 0 (no opinion) to 5 (strong agreement), certain aspects of the college. Different statistical tests were used to compare results between the 2000 survey and the 1997 survey on institutional effectiveness. Results indicated that: (1) a majority of the respondents agreed that the college was effective; (2) the average response to survey items was 3; (3) no survey item showed a response average of strong agreement or strong disagreement; (4) the highest rating was for the statement "I am proud to work at Cerritos College;" and (5) the two statements that were rated less than 3 were "the board solicits feedback as part of its self-evaluation process" and "I have adequate input into the budget process." (MKF)

ED 462 086 JC 020 129

Burless, Bridget
Institutional Effectiveness Summary Report, 2001.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accreditation (Institutions); Administrator Attitudes; *College Outcomes Assessment; College Role; Community Colleges; Educational Assessment; *Institutional

(10) developing a technology-based infrastructure; (11) identifying and providing facilities needed to support college goals; (12) acquiring and allocating resources needed to meet objectives; (13) providing faculty and staff with training; and (14) establishing a productive and rewarding work environment. The college reports that one goal has been achieved, seven are on target, five show moderate progress, and one was not yet addressed. (EMH)

ED 462 105 JC 020 172

Basic Skills Tracking Study: English.
PUB DATE- 01
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; Basic Skills; College English; *Curriculum Development; *Educational Assessment; *Remedial Instruction; *Student Attitudes; Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This document reports on a survey administered at Santa Barbara City College (California) to determine the effectiveness of its English basic skills classes. The survey was also designed to explore the intention of students taking these courses to continue in the course sequence, as well as discover the students' current and future educational goals. The survey examines five main areas: (1) students' successful completion of basic skills classes; (2) students' progress in completing English 110--the first college level English course at the community college; (3) students' success and persistence in completing the English curriculum sequence; (4) students' overall persistence/educational goal; and (5) students' successful course completion for 3 years after completing basic skills courses. A total of 1,350 (68%) out of 1,993 surveys were completed and returned. Results showed that a majority of students (more than 70%) who enrolled in basic skills courses successfully completed them. Students who were enrolled in basic skills courses also successfully completed the English college-level course within the 3-year tracking period. Results also showed that students with higher initial placement at the college were more likely to persist overall. The report includes 25 tables with data, and the appendix includes the survey instrument. (MKF)

ED 462 106 JC 020 174

Santa Barbara City College: 2002-05 College Plan.
PUB DATE- 01
NOTE- 9p.; For the 1999-02 College Plan, see ED 438 862.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Community Colleges; Educational Facilities Improvement; *Educational Objectives; Educational Planning; Faculty Development; *Organizational Objectives; Staff Development; *Strategic Planning; Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA

This document summarizes the Santa Barbara City College 2002-2005 College Plan. The plan's goals are: (1) to develop and implement strategies to increase assistance to students in

Providing a Learning-Centered Instructional Environment.
PUB DATE- 00
NOTE- 11p.; Paper contributed to the Teaching in Community Colleges Online Electronic Conference, "A Virtual Odyssey" (5th, Kapio lani Community College, in Honolulu, HI, April 12-14, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Community Colleges; *Computer Uses in Education; Educational Innovation; *Educational Technology; Instructional Development; *Instructional Innovation; Mathematics Instruction; Two Year Colleges; Virtual Classrooms
IDENTIFIERS- *Santa Fe Community College FL

This paper describes efforts made by the faculty at Santa Fe Community College (Florida) to provide a learning-centered instructional environment for students in an introductory statistics class. Innovation in instruction has been stressed as institutions switch from "teacher-centered classrooms" to "student-centered classrooms." The incorporation of technology into content delivery reflects goals set forth by organizations like the American Mathematical Association of Two-Year Colleges. The paper describes one faculty member's class which combines content, technology and active learning. In the class, students are able to communicate with the instructor, attend virtual office hours, and participate in group discussions through e-mail. In addition to minimal traditional lecturing, instructors incorporate multiple pathways through learning materials to appeal to students with diverse learning styles. PowerPoint presentations, Lyris list server, a course Web site, and prepared lecture notes through a course supplement called the STAT PACK, are among the avenues employed. In addition, students are encouraged to improve their writing skills by providing articles for the STAT TALK newsletter. Although students were dichotomized according to previous computer skills background, the class still had a higher percentage of completers earning a passing grade than that seen for the overall statistics department. Development and improvement of such learning-centered instructional environments will continue. (JCC)

ED 462 127 JC 020 196

Evans, Ruby
Beyond Chalk and Talk: Engaging Students in the Learning Process.
PUB DATE- 00
NOTE- 9p.; Presented at the Annual Meeting of the League for Innovation in the Community College (Orlando, FL, February 27-March 1, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; College Instruction; Community Colleges; *Computer Assisted Instruction; Computer Mediated Communication; Cooperative Learning; *Educational Technology; *Instructional Innovation; *Learning Strategies; *Teaching Methods; Two Year Colleges

Teaching and learning in the traditional classroom continues to evolve in the presence of technological innovation. This paper highlights basic strategies in which the traditional classroom region; (6) children's media use and media use styles; (7) children's media content preferences; (8) the presentation of children in the media; and (9) the impact of media on children. The report next discusses the increasing debate about what international means might support media that guarantee freedom of expression for adults and children while protecting children from harmful influences. The report next presents examples of international meetings on children and the media since 1990. Organizations and networks providing opportunities for children to develop media literacy and to participate in creating media are described. Finally, the report discusses the influences of media violence and the regulation and self-regulation of media. Also included are international and regional declarations and resolutions on children and media. A table is appended delineating media information by nation worldwide, with information on income classification of countries. (Contains 160 references.) (KB)

ED 462 147 PS 030 065

Amiker, Samantha
Friendships among 4 & 5 Year Olds in Day Care.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Behavior; *Day Care; *Friendship; Peer Relationship; Play; Preschool Education; Social Development; *Young Children

This study involved observation of 4- and 5-year-olds in a day care setting, focusing on how they developed and maintained friendships with other children in day care. Children were observed twice a day for 3 weeks as they engaged in outdoor play, dramatic play, and manipulative play. Observations included which children played with each other and who initiated the play. Findings revealed that children often changed play partners and activities, and that they often played with different peers outside and inside the classroom. A survey of parents also indicated that most children talked with their family members about what their peers from day care did in school. (EV)

ED 462 148 PS 030 066

Karoly, Lynn A.; Kilburn, M. Rebecca; Bigelow, James H.; Caulkins, Jonathan P.; Cannon, Jill S.
Assessing Costs and Benefits of Early Childhood Intervention Programs: Overview and Application to the Starting Early Starting Smart Program with Executive Summary.
SPONS. AGENCY- Casey Family Programs, Seattle, WA.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD.
PUB DATE- 01
NOTE- 202p.; Appended Executive Summary also produced by James R. Chiesa. Administered by the HAMHSA Office on Early Childhood. see PS 030 067.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Programs; *Cost Effectiveness; Costs; Early Childhood Education; Early Intervention; *Evaluation Methods; *Evaluation Problems; Family Programs; Health Programs; Health Services; Longitudinal Studies; Models;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; *Bicycling; Death; *Incidence; Injuries; Mortality Rate; Motor Vehicles; Sex Differences; Tables (Data); *Traffic Accidents; Traffic Safety; Vehicular Traffic
IDENTIFIERS- United States

This document provides statistical information on traffic accidents involving U.S. bicyclists. Data include: (1) trends in pedalcyclist and total traffic fatalities, 1990-2000; (2) non-occupant traffic fatalities, 1990-2000; (3) pedalcyclists killed and injured, and fatality and injury rates, by age and sex, 2000; and (4) pedalcyclist traffic fatalities and fatality rates by state, 2000. According to the data, 690 bicyclist deaths in 2000 accounted for 2 percent of all traffic fatalities that year. (EV)

ED 462 169 PS 030 102

Pedestrians. Traffic Safety Facts, 2000.
PUB DATE- 00
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Death; Drinking; *Incidence; Injuries; Mortality Rate; Motor Vehicles; *Pedestrian Traffic; Tables (Data); *Traffic Accidents; Traffic Safety; Vehicular Traffic
IDENTIFIERS- United States

This document provides statistical information on U.S. traffic accidents involving pedestrians. Data tables include: (1) trends in pedestrian and total traffic fatalities, 1990-2000; (2) pedestrians killed and injured, by age group, 2000; (3) non-occupant traffic fatalities, 1990-2000; (4) pedestrian fatalities, by time of day and day of week, 2000; (5) alcohol involvement in fatal pedestrian crashes; (6) alcohol involvement for pedestrians killed in fatal crashes, by age, 1990 and 2000; (7) pedestrians killed and injured, and fatality and injury rates, by age and sex, 2000; and (8) pedestrian traffic fatalities and fatality rates by state, 2000. According to the data, 27 percent fewer pedestrian deaths occurred in 2000 than in 1990. (EV)

ED 462 170 PS 030 103

Young Drivers. Traffic Safety Facts, 2000.
PUB DATE- 00
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age Differences; Death; Driving While Intoxicated; *Incidence; *Late Adolescents; Mortality Rate; Motor Vehicles; Sex Differences; Tables (Data); *Traffic Accidents; Traffic Safety; Vehicular Traffic
IDENTIFIERS- United States

This document provides statistical information on U.S. traffic accidents involving young drivers. Data tables include: (1) driver fatalities and drivers involved in fatal crashes among early care and education services for low-income families and their children. The guide also discusses traditional and new approaches to collaboration, delineates benefits of collaborating with other programs and agencies, and provides information on working together and financing the partnership. The bulk of the guide details information on using the Illinois Department of Human Services (IDHS) subsidized child care program, a program combining state and federal dollars with parent fees to provide low-income families access to quality, affordable child care through either site-administered contractors or child care certificates issued through local Child Care Resource and Referral agencies (CCR&R). Details are provided regarding ways to collaborate with a site-administered contractor or a CCR&R, as are procedures for applying for subsidies and determining eligibility. A glossary provides definitions of terms related to collaboration. Seven appendices include a list of members of the Illinois Network of Child Care Resource and Referral Agencies, sample application forms, a delineation of the IDHS child care payment rates, a parent co-payment calculation worksheet, the IDHS child care fee scale, the IDHS request for redetermination information form, and the IDHS change of information form. (KB)

ED 462 188 PS 030 141

Collaboration 101 Guidebook.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 01
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agencies; *Agency Cooperation; *Cooperation; Day Care; Early Intervention; Low Income Groups; Models; Partnerships in Education; Planning; Preschool Education; Program Descriptions; Self Evaluation (Groups)
IDENTIFIERS- *Project Head Start

Head Start has a long history of providing comprehensive child and family development services to low-income children and families. Noting that this history can serve as a model as early childhood and care programs work toward greater collaboration with other programs and agencies to improve child well-being and help move families toward self-sufficiency, this guidebook provides guidance in successful collaboration practices. The guidebook begins with a definition of collaboration and information on the history of Head Start in meeting families' changing needs, meeting child care needs, and meeting community needs. The guidebook then describes some commonly used collaboration approaches and barriers to successful collaboration. The guidebook also provides suggestions for overcoming barriers, delineates principles of successful partnerships, and details tips for leading meetings. The bulk of the guidebook details a step-by-step process for developing collaborative relationships involving: (1) planning for collaboration; (2) identifying potential partners; (3) identifying the benefits of collaboration; (4) developing the collaborative partnership; (5) managing the partnership; (6) monitoring and assessing the collaboration; (7) strengthening the relationship; and (8) evaluating the collaboration. Included are sample forms related to each step in the process.

courses such as Environmental and Outdoor Education, and Ethics. Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 205 PS 030 177

Curriculum Handbook for Parents, 2001-2002: Catholic School Version, Senior High School.
PUB DATE- 01
NOTE- 56p.; The Alberta Learning "Curriculum Handbook for Parents" series is published periodically in new editions, one for each grade/academic level, usually with only slight changes from the prior edition. There are two series, one set for public schools and one set for Catholic schools. For the 2000-2001 Catholic school series, see ED 452 963-973. For the 2001-2002 Catholic school series, see PS 030 167-176.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Schools; *Educational Objectives; Fine Arts; Foreign Countries; Health Education; *High School Students; *High Schools; Language Arts; Mathematics; Outcomes of Education; Parent Materials; *Parent Participation; Physical Education; Religious Education; Science Curriculum; Second Language Instruction; *Secondary School Curriculum; Social Studies; Technology Education
IDENTIFIERS- Alberta

High school students are faced with decisions that will determine future opportunities and endeavors. This handbook provides parents with information about the high school curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Program of Studies: Senior High School," the handbook describes the knowledge, skills, and attitudes that Catholic school students in Alberta are expected to demonstrate upon completion of high school. Following introductory material, the handbook provides a program overview including diploma requirements, a program planner, and descriptions of adjunct programs such as immersion/bilingual programs, off-campus education, a registered apprenticeship program, and distance learning. The handbook then discusses religious education and describes the required high school core courses: English Language Arts, Mathematics, Science, Social Studies, Career and Life Management 20, Physical Education 10, and Information and Communication Technology. In addition, the handbook presents information on optional courses in Career and Technology Studies, Fine and Performing Arts, Physical Education 20-30, and Second Languages programs. The handbook concludes with answers to frequently asked questions and a one-page questionnaire requesting feedback on the handbook. (HTH)

ED 462 206 PS 030 180

Paige, Rod
Partnership for Leaving No Child Behind: Remarks of U.S. Secretary of Education Rod Paige at the Conference of Chief State School Officers (Alexandria, Virginia, January 9, 2002).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 02
NOTE- 10p.

for the first time (42 percent) than TAFE graduates (26 percent); and (5) a majority of graduates from both sectors expressed satisfaction with the overall quality of their course. (KC)

ED 461 726 CE 082 764

Women in VET, 2000. Australian Vocational Education & Training Statistics, 2000. At a Glance.
SPONS. AGENCY- Australian National Training Authority, Melbourne.
PUB DATE- 01
NOTE- 13p.; A summary update of "Women in Vocational Education and Training: An Analysis of 1996 and 1999 Data"; see ED 457 381.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Graduates; Developed Nations; Employer Attitudes; Equal Education; Females; Foreign Countries; Graduate Surveys; Job Skills; Males; Occupational Segregation; On the Job Training; *Outcomes of Education; *Postsecondary Education; Program Effectiveness; Sex Differences; Technical Education; *Vocational Education; *Vocational Followup; *Womens Education
IDENTIFIERS- *Australia; TAFE (Australia)

This report is a summary update of a more extensive report on the participation of women in the Australian public VET (vocational and technical education) sector in 2000. Data were obtained from publicly-funded training providers, including TAFE (Technical and Further Education) institutions and some schools and universities, registered community education providers, and some private providers (excluding their fee-for-service clients). Some of the highlights of the report include the following: (1) from 1991 to 2000, the number of women in public VET increased at a higher rate (by 94 percent) than the number of men (by 64 percent); (2) in 2000, females participated in VET on an equitable basis with males, making up about half of all 1.7 million VET students; (3) almost 90 percent of the women students had successful school outcomes, but in terms of employment outcomes, female graduates were more likely than males to be unemployed or employed part-time; and (4) the concept of traditionally "female" and "male" occupations still exits and some industries predominantly employ either males or females. (KC)

ED 461 727 CE 082 782

Coyle-Rogers, Patricia G.
Adaptive Competency Acquisition: Why LPN-to-ADN Career Mobility Education Programs Work.
PUB DATE- 01
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Career and Technical Education (75th, New Orleans, LA, December 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); *Associate Degrees; Career Development; Career Ladders; Community Colleges; Comparative Analysis; *Competence; Educational Mobility; Employment Qualifications; High Schools; Job Skills; Models; *Nurses; *Nursing Education; Postsecondary Education; Prior Learning;

(YLB)

ED 461 744 CE 082 879

Audit of the Job Training Partnership Act Out-of-School Youth Pilot Demonstration Grant Program for Four Final Round Pilot Grantees.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Persistence; Accountability; Adult Education; *Audits (Verification); Change Strategies; *Demonstration Programs; Documentation; Dropouts; Educational Improvement; *Employment Programs; Enrollment; Evaluation Methods; Federal Programs; Grants; Job Training; *Out of School Youth; Outcomes of Education; Participation; Pilot Projects; Postsecondary Education; Program Effectiveness; *Program Evaluation; *Program Improvement; Reliability; Services; Youth Employment; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982 Title IV

The Department of Labor (DOL), Employment and Training Administration (ETA), awarded its final round of Job Training Partnership Act, Title IV, Pilot and Demonstration Grant Program funds for the Youth Opportunity Area Out-of-School Youth (YOA OSY) program in April 1999. Four of the 5 programs were audited in 2000. This audit is a follow-up to the Office of Inspector General's (OIG's) March 22,2000 report on the first round YOA OSY pilot demonstration grantees' performance. The following were among the key audit findings: (1) although enrollees' participation rates had increased from the first-round grantees, nearly half the enrollees were no longer in contact with the program at the time of the audit; (2) in-school youth services and outcomes could potentially inflate performance reporting for the YOA OSY program; and (3) although performance reporting systems had improved, the documentation available to support those activities and outcomes was deficient. The following recommendations pertaining to the Workforce Investment Act-funded program Yo! (Youth Opportunity) were issued: (1) develop documentation standards and guidelines for grantees to reinforce ETA expectations; (2) assure that separate performance reporting is maintained for Yo! activities, accomplishments, and outcomes; and (3) encourage all Yo! program grantees to assess each participant's needs at enrollment, provide a wide array of quality services, and develop and implement performance incentives to high-risk program dropouts for major accomplishments. (The Deputy Assistant Secretary for Employment and Training, Raymond J. Uhalde's response to the final audit report is attached.) (MN)

ED 461 745 CE 082 880

Ciolan, Lucian
Schools against Social Exclusion: The Impact of Adult Learning on Pupils' Development in Rroma Communities.
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the European Society for Research on the Education of Adults (3rd, Lisbon, Portugal, September 13-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; Agency Role; *Cooperative Planning; Coordination; *Delivery Systems; Education Work Relationship; Educational Research; Guidelines; Job Training; *Labor Force Development; Labor Needs; Literature Reviews; Organizational Change; Organizational Climate; Partnerships in Education; *Private Sector; Public Agencies; Public Policy; *Public Sector; School Business Relationship; Transitional Programs
IDENTIFIERS- Customized Training; *Employer Role; Temporary Assistance for Needy Families; Welfare Reform; *Welfare to Work Programs; Workforce Investment Act 1998

The success of work-centered welfare programs depends on clients connecting to the workforce and sustaining employment. Engaging employers in welfare and workforce development policies and programs is critical to achieving positive labor market outcomes for clients. Employer involvement in welfare-to-work activities can benefit public agencies, service providers, clients, and employers alike. The following are among the steps that public agencies can take to create a more businesslike and business-ready environment: (1) provide employers with a single point of contact; (2) create a more accountable service system; (3) modify policies to maximize flexibility in service delivery; (4) invest in staff training to support a culture of employment; and (5) decentralize program activities so that more services can be delivered in the workplace. The following are among the ways agencies and providers can address employers' needs: (1) expand the pool of qualified entry-level job applicants through pre-employment job readiness programs and training; (2) reduce labor costs through financial incentives; (3) improve workers' reliability with work supports and income enhancements; and (4) help fund and coordinate customized training. Research has identified useful lessons on working with employers and designing welfare-to-work programs to meet labor market needs. (Nine resource contacts and 14 references.) (MN)

ED 461 760   CE 082 907

Polit, Denise F.; Widom, Rebecca; Edin, Kathryn; Bowie, Stan; London, Andrew S.; Scott, Ellen K.; Valenzuela, Abel
Is Work Enough? The Experiences of Current and Former Welfare Mothers Who Work.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Mott (C.S.) Foundation, Flint, MI.; Kellogg Foundation, Battle Creek, MI.; Department of Health and Human Services, Washington, DC.; Pew Charitable Trusts, Philadelphia, PA.; Department of Agriculture, Washington, DC.;
PUB DATE- 01
NOTE- 115p.; Part of the Project on Devolution and Urban Change. Also supported by the Heinz Family and Union Carbide Foundations.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Status; *Employed Women; Employment Level; Employment Opportunities; *Employment Patterns; Ethnography; Family Financial Resources; Health Needs; Housing Needs; Interviews; Labor Turnover; Mothers; Occupational Mobility; Participant Characteristics; Poverty; Promotion (Occupational); Public Policy; *Tenure; *Urban Areas; Vocational Followup; *Welfare Recipients; Welfare Reform; Work Experience; *Working

adolescents' knowledge and preference for beer brands, drinking behaviors, brand loyalty, and intentions to drink. (Contains 2 figures, 2 tables, 1 appendix, and 40 references.) (Author/JDM)

ED 461 778 CG 031 525

Carter, LaQuita D.; Coleman, Lisa D.; Haizel, Michelle D.; Michalowski, Lawrence A.
Improving Social Skills through Cooperative Learning.
PUB DATE- 01
NOTE- 85p.; Master of Arts Action Research Project, Saint Xavier University and Skylight Professional Development Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Behavior Modification; *Behavior Problems; *Classroom Environment; Elementary Education; Elementary School Students; Grade 3; Grade 5; Grade 6; *Interpersonal Competence; Student Behavior
IDENTIFIERS- *Social Skills Training

This report describes a program for improving adolescent social skills in order to reduce inappropriate behavioral choices in the classroom setting. The targeted population consisted of third, fifth, and sixth grade students expanding from lower to middle class communities. The lack of social skills in their learning environment was recorded through teacher observations, student surveys, and conduct referrals. The researchers showed evidence of the problem of the lack of social skills in their learning environment through teacher observations, student surveys, and conduct referrals. Additionally, the researchers reviewed the literature pertaining to probable causes for students displaying behaviors that were inappropriate in the classroom. Researchers reviewed the literature pertaining to solution strategies suggested by knowledgeable others and developed an action plan predicated on the strategies. The literature indicated that students lacked appropriate social skills in the classroom. The researchers used cooperative learning as a strategy for improving the behaviors and social skills of their students. The researchers gathered post data in the form of teacher observations, student surveys, and conduct referrals. The post data indicated an increase in the students' use of appropriate social skills. This determined that the implementation of solution strategies was successful. (Contains 2 appendixes and 80 references.) (Author/JDM)

ED 461 779 CG 031 527

Iowa Comprehensive Counseling and Guidance Program Development Guide: Kindergarten-Community College.
PUB DATE- 02
NOTE- 291p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Comprehensive Programs; *Counselor Role; Elementary Secondary Education; *Guidance Programs; *Program Development; Program Evaluation; Program Implementation; *School Counseling; School Counselors; School Psychologists; *State Curriculum Guides; Two Year Colleges
IDENTIFIERS- Iowa; Social Skills Training

The Canadian Standards and Guidelines for Career Development Practitioners have become a means to unify the career development community; assess the professional competencies of career practitioners; market the knowledge and skills sets of practitioners; and raise the profile of career development. This paper provides background information on the development of standards and guidelines for practitioners. The three phases of development, from electing a National Steering Committee, to linking organizations that would ultimately adopt the standards, to the field testing of options for implementing the standards in different contexts are all explained. The scope of the standards and guidelines are described and a model is presented which encompasses the core competencies. Suggestions are presented on how interested parties can participate in the field testing. (JDM)

ED 461 802 CG 031 557

Jarvis, Phillip S.
Canada's School-to-Work Report Card: Grade F.
PUB DATE- 01
NOTE- 12p.; Paper presented at NATCON (27th, Ottawa, Ontario, January 22-24, 2001). NATCON stands for the National Consultation for Career Development.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Counseling; Career Development; *Daily Living Skills; *Education Work Relationship; Educational Objectives; Foreign Countries; Interpersonal Competence; *National Standards; *Relevance (Education); Secondary Education; Skill Development; *Transitional Programs
IDENTIFIERS- Canada

Canada's school-to-work transition efforts have failed too many youth and adults because there has not been a framework for essential life and work skills for all to learn. These skills are needed to complement the academic and technical skills now required for completion of formal education and training. The Blueprint for Life and Work Design, adopted from the national career guidelines, are an attempt to solve this problem. The blueprint core competencies are sorted into three areas (personal management, learning and work exploration, and life-work building). Another competency deals with developing abilities for building positive relationships in life and work. Adopting such a framework and implementing curricula such as The Real Game series will help all ages master these skills. (Contains 17 references.) (JDM)

ED 461 803 CG 031 562

Beaty, Lee A.
Developmental Counseling: The Young Adult Period. Critical Issues In Young Adult Development.
PUB DATE- 02
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Theories; Career Choice; *Cognitive Development; *Counseling; Developmental Tasks; *Emotional Development; *Interpersonal Competence; *Moral Development; Sex Differences; Social Development; *Young Adults

"Consequential Progressions: Exploring Collective-Individual Development in a Bilingual Classroom" (LeAnn G. Putney; Judith Green; Carol Dixon; Richard Duran; Beth Yeager); (6) "Linking Writing and Community Development through the Children's Forum" (Anne Haas Dyson); (7) "Synchronic and Diachronic Dimensions of Social Practice: An Emerging Methodology for Cultural-Historical Perspectives on Literacy Learning" (Kris D. Gutierrez and Lynda D. Stone); (8) "Idiocultural Diversity in Small Groups: The Role of the Relational Framework in Collaborative Learning" (Peter Smagorinsky and Cindy O'Donnell-Allen); (9) "Signifying in the Zone of Proximal Development" (Carol D. Lee); (10) "Teachers' Developing Philosophies on Literacy and Their Use in Urban Schools: A Vygotskian Perspective on Internal Activity and Teacher Change" (Arnetha F. Ball); and (11) "Inspired by Vygotsky: Ethnographic Experiments in Education" (Luis C. Moll). (NKA)

ED 461 824 CS 014 516

Mueller, Pamela N.
Lifers: Learning from At-Risk Adolescent Readers.
PUB DATE- 01
NOTE- 168p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Case Studies; *Classroom Techniques; Educational Research; *High Risk Students; High Schools; Instructional Effectiveness; *Literacy; *Reading Difficulties; *Reading Instruction; Remedial Instruction; *Student Needs
IDENTIFIERS- *Reading Workshops

This book uses pseudonyms for the 22 high school students who were researched, observed, interviewed, and worked with, in preparation for their appearance in this narrative. Their stories are presented in the book in their own words--to support a strong plea for a much more effective literacy curriculum. Noting that their voices validate much of the research conducted over the past 30 years in the field of reading instruction, the book contends that, despite this knowledge, the educational system has continued to employ faulty classroom practices. It offers solutions through three reading workshops: the first lays the foundation for change through goal setting, reading activities, study strategies, ongoing assessment and evaluation, and more. According to the book, Reading Workshop II was created so that smaller groups of "lifers" (i.e., students who have spent all their lives in remedial programs) can discover the power of oral and written language in a safe and supportive setting; and the third workshop, Reading Rebound, offers individualized remedial instruction modeled after Marie Clay's Reading Recovery program. All three workshops are fully described in the book. Appendixes contain additional information and scoring sheets for teachers. (Contains 137 references.) (NKA)

ED 461 825 CS 014 557

Costa, Arthur L., Ed.
Developing Minds: A Resource Book for Teaching Thinking. 3rd Edition.
PUB DATE- 01
NOTE- 592p.; See ED 332 166 and ED 332 167 for previous editions.

their own judgments and thoughts. This book reveals how one teacher takes her students through the process of learning about this important subject. Each chapter in the book introduces a specific theme or period through readings, videos, discussions, and journal responses. Six works of literature are explored in the book: "The Diary of Anne Frank," "Night," "Survival in Auschwitz," "Incident at Vichy," "Maus I," and "The Sunflower." Following the foreword and the introduction, chapters in the book are: (1) In the Beginning; (2) Poetry of Witness; (3) Hate: Racism, Prejudice, Anti-Semitism, and Dehumanization; (4) Taking a Stand; (5) The Ghettos; (6) Resisting; (7) The Master Race; (8) The Camps, Part I: Night; (9) The Camps, Part II: Survival in Auschwitz; (10) The Camps, Part III: The Women; (11) On Forgiving; and (12) Aftermath. Appendixes contain a short course on the Holocaust and a compendium of stories, poems, videos, and memoirs. (Contains a 24-item glossary and 125 references.) (NKA)

ED 461 844 CS 217 742

Cazden, Courtney B.
Classroom Discourse: The Language of Teaching and Learning. Second Edition.
PUB DATE- 01
NOTE- 208p.; See ED 288 206 for the first edition.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; Classroom Research; *Classroom Techniques; *Communication Skills; Cultural Context; *Discourse Communities; Elementary Secondary Education; Interaction Process Analysis; Language Acquisition; *Oral Language; Student Needs; *Teacher Student Relationship; Verbal Communication
IDENTIFIERS- Empirical Research

Thirteen years after the first edition of this book, significant changes in social and intellectual life have made the subject of classroom discourse more important than ever, and this new edition integrates current perspectives and research. New features in the book include: a new rationale for the importance of student-teacher talk (the importance of oral and written communication skills in today's occupations and conceptions of knowledge and its transmission); new examples of talk in K-12 classrooms--math as well as language arts--with transcriptions and analyses; new findings from teacher researchers as well as university researchers; new emphasis on achieving greater equity in what students learn; new material on the kinds of interactions computers offer; and a new section on learning new forms of discourse as a significant educational goal for all students. Chapters in the book are: (1) Introduction; (2) Sharing Time; (3) Traditional and Nontraditional Lessons; (4) Classroom Discourse and Student Learning; (5) Variations in Discourse Features; (6) Talk with Peers and Computers; (7) Differential Treatment and Cultural Difference; and (8) New Contexts for Students' Language Development. (Contains an afterword and approximately 300 references.) (NKA)

ED 461 845 CS 217 743

Strong, William J.
Coaching Writing: The Power of Guided Practice.

and purpose for their writing, this book offers a wide range of classroom experiences that take students through pre-writing and drafting, peer editing and self-editing, and revision. Throughout the book the emphasis is on the classroom as a writing community and the student as an increasingly skilled and confident writer. The organization of the book aims to provide a strong conception of teaching the writing process and some useful pathways for appropriate classroom practice--an underlying assumption is that writing process instruction is a teaching model that makes use of the understanding of how real-world composing occurs. (NKA)

ED 461 866 CS 217 816

Hutchinson, Jamie, Ed.
Teaching Literature in Middle School: Fiction. Standards Consensus Series.
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Class Activities; *Classroom Techniques; *Fiction; Instructional Effectiveness; Learning Activities; *Literature Appreciation; Middle Schools; Reading Interests; *Teacher Developed Materials
IDENTIFIERS- National Council of Teachers of English; Response to Literature; Trade Books

This book, part of a series which serve as guides for K-12 teachers who are striving to align lively, classroom-tested practices with standards, gathers together brief articles spotlighting instructional suggestions. The book begins with overviews of the key component of fiction, with special emphasis on character. It then continues with a section suggesting major themes of interest to young readers. The third section of the book illustrates ways of moving students from insightful responses to more distanced critical perspectives, while the final section offers ideas for creating communities of readers through such experiences as role playing, student seminars, and the involvement of families and others outside the school. (NKA)

ED 461 867 CS 217 817

Hutchinson, Jamie, Ed.
Motivating Writing in Middle School. Standards Consensus Series.
PUB DATE- 96
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Classroom Techniques; *Experiential Learning; Instructional Effectiveness; Learning Activities; Middle Schools; Student Motivation; *Teacher Developed Materials; *Writing (Composition); Writing Exercises; *Writing Processes
IDENTIFIERS- National Council of Teachers of English; Writing Contexts; *Writing Motivation

This book, part of a series which serve as guides for K-12 teachers who are striving to align lively, classroom-tested

Literacy; Politics of Education; *Process Approach (Writing); Program Descriptions; *Writing (Composition); Writing Evaluation; *Writing Instruction; Writing Skills; Writing Workshops

Articles in this publication address the writing process, teaching writing, and research on the teaching of writing, and take the form of personal experience or opinion, or explore the work of others who have contributed to the field. Articles in the first issue of this volume include: "What the Children Convey: On Matters of Time, Talk, and Ebonics" (Anne Haas Dyson); "Ebonics and All That Jazz: Cutting Through the Politics of Linguistics, Education, and Race" (Michele Foster); "What's in a Name? That by Which We Call the Linguistic Consequences of the African Slave Trade" (John Baugh); "Ebonics, or Language as a Class and Status Marker" (Maurice Englander); "Ebonics Ain't the Answer" (Patricia Smith); and "Worth a Thousand Words" (Stephen Marcus). Articles in the second issue include: "Sounding Board: The Writing Teacher as Confidant" (Coleen Armstrong); "Are You All Right Dear? The Writing Teacher as Mother Hen" (Bonnie Faiman); "The 'Righting' Club: Travails and Triumphs of a Community Writing Workshop" (Michael Larkin); "Against All Odds: Implementing a Middle School Writing Club" (Nancy Renko and Mary Weaver); and "Children as Writers in Literature with Annotated Bibliography" (Christina Faccioli). Articles in the third issue include: "The Seven-Year Itch: Politics and Literacy" (Lucia Villarreal); "We Are No Stephen Kings: The Reluctant Road from Coal Miner to Classroom" (Alda Mainella Everhart); "'Otherness' and Other Imponderables: Teaching Hmong Students Academic Writing" (Mark Balhorn and Laurie Meyer); "You Know More Than You Think You Do: A New Look at 'Write What You Know'" (Mark Farrington); "Getting Real: Authenticity in Writing Prompts" (Patricia A. Slagle); and "Surfing the 'Net: A Writing Workshop for Middle School" (Jean Boreen). Articles in the fourth issue include: "The Writing Process Goes to San Quentin" (Jane Juska); "Book Excerpt: Until We Are Strong Together" (Caroline E. Heller); "Should Shay Be Squelched? Striking a Balance between Discipline and Creativity" (Stacy Larson); "Sound and Sense: Grammar, Poetry and Creative Language" (Ray Skjelbred); "Literature as Language: Using Kids' Books To Teach about Words" (Christine Facciolli); "Annotated Bibliography for Kids and Teachers Who Love Words" (Christine Facciolli); and "Pruning Too Early: The Thorny Issue of Grading Student Writing" (Stephanie Wilder). (RS)

ED 461 886   CS 217 844

Loofbourrow, Peggy Trump, Ed.; Peterson, Art, Ed.; Barber, Roxanne, Ed.
The Quarterly of the National Writing Project, 1998.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 98
NOTE- 170p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Nonfiction; *Poetry; *Process Approach (Writing); Program Descriptions; Revision (Written Composition); Theory Practice Relationship; *Writing (Composition); Writing for Publication; *Writing Instruction; Writing Skills; Writing Workshops

Articles in this publication address the writing process, teaching writing, and research on the teaching of writing, and take the form of personal experience or opinion, or explore the and (3) a business training or education proposal used with "Pygmalion." Authentic examples of two students' works are included. (Author/RS)

ED 461 907 CS 510 775

Ben-David, Renee
Enhancing Comprehension through Graphic Organizers.
PUB DATE- 02
NOTE- 47p.; In partial fulfillment of the requirements for the Master of Arts Degree in Reading specialization, Kean University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Grade 7; Learning Disabilities; Middle Schools; Notetaking; *Reading Achievement; *Reading Comprehension
IDENTIFIERS- *Graphic Organizers

The purpose of this study was to determine whether graphic organizers serve as a better tool for comprehension assessment than traditional tests. Subjects, 16 seventh-grade learning disabled students, were given 8 weeks of instruction and assessments using both graphic organizer and linear note forms. Tests were graded, compared and contrasted to determine if one form of assessment was better than the other. An ANOVA revealed no significant difference between the forms of assessment. This finding was inconsistent with prior research conducted with middle school students. Possible explanations for this finding are discussed. Topics addressed in the paper include reading comprehension, content-area reading skills, conceptual understanding, and vocabulary instruction in the classroom. Contains 4 unnumbered tables of data and 94 references. (Author/RS)

ED 461 908 EA 026 814

Oswald, Lori Jo
Priority on Learning: How School Districts Are Concentrating Their Scarce Resources on Academics.
PUB DATE- 95
NOTE- 72p.; Theme issue. Published quarterly. Contains "Bulletin in Brief."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Cooperation; *Educational Finance; *Educational Innovation; Educational Policy; Elementary Secondary Education; Human Resources; Instructional Innovation; *Learning Strategies; *Resource Allocation; Retrenchment; School District Spending; Teaching Methods; Time Factors (Learning)

This bulletin provides an overview of the ways in which school districts and schools are making learning a priority in schools despite scarce resources. It describes how districts and schools make use of resources, instructional strategies, and policies to overcome the barriers caused by tight budgets. Examples from Oregon schools are provided. Data were collected from telephone interviews with 11 individuals--principals, superintendents, and directors of educational research centers. Chapter 1 focuses on the effective allocation of resources. Examples show how school districts are streamlining their stages of successful reform. The foundational capacities were enhancing energy flow among staff, creating collective purpose, and strengthening the evolving culture. The organizational capacities were teaming, creating structures for decentralized decision-making, making structural changes, and piloting. The learning and resource management capacities were creating and maintaining a learning ethic, bringing in information and skills, and orchestrating resources while managing distractions. In the study, the capacities were not developed in isolation, nor did they follow a particular sequence. Not every capacity was present in every school, but they were common enough and important enough to be associated with most of the successful changes in the six schools. Each capacity has an explanation, an illustrative example from a specific school, and questions for reflection about how the concept can be tied to the reader's own experiences. An extended case example of one school provides material for group discussion. (Contains 38 references.) (RKJ)

ED 461 926 EA 031 519

Dickmann, Michael H.; Stanford-Blair, Nancy
Connecting Leadership to the Brain.
PUB DATE- 00
NOTE- 279p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Brain; *Cognitive Processes; Elementary Secondary Education; *Leadership; *Leadership Qualities; *Leadership Training

Emerging information about the brain can provide insight into the essence of leadership. The brain is accessible at a conscious level to leaders who wish to effectively achieve goals. A framework is presented for advancing leadership that is attentive to the nature and nurture of intelligence. This book provides procedures for formulating mindful leadership, with situation-specific leadership behaviors aligned to the framework. Chapter 1 addresses the interactive relationships among information, perception, and behavior while addressing perceptions about leadership purpose and behavior. Chapter 2 targets intelligence as the brain connection of primary concern to leadership practice. Chapter 3 offers a structure and process that organize information about the physiological, social, emotional, constructive, reflective, and dispositional nature of the brain, with accompanying implications for leaders. Chapter 4 examines the nature of leadership with particular attention to the influence of context. Chapter 5 interprets perception as the mental process by which humans see and understand their world. Chapter 6 presents a framework that provides structure and support for aligning leadership behavior to the human capacity to achieve needs. Finally, chapter 7 advocates for leaders who adhere to mindful leadership principles and practices. A glossary and annotated bibliography are included. (Contains 148 references.) (RKJ)

ED 461 927 EA 031 520

Jayanthi, Madhavi; Nelson, Janet S.
Savvy Decision Making: An Administrator's Guide to Using Focus

ED 461 946 EA 031 541

Department of Education Fiscal Year 2003 Budget Summary and Background Information.
PUB DATE- 02
NOTE- 122p.; For the Fiscal Year 2002 Budget Summary, see ED 451 614. Cover title varies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Educational Equity (Finance); *Educational Finance; Educational Improvement; Elementary Secondary Education; Equal Education; *Federal Aid; *Federal Programs; Government Publications; Higher Education
IDENTIFIERS- Department of Education

The No Child Left Behind (NCLB) Act was signed into law on January 8, 2002, by President George W. Bush. Principles and strategies incorporated into the Act include: increased accountability for states, school districts, and schools; greater choice for parents and students; greater flexibility for states and school districts in the use of federal education dollars; and a stronger emphasis on teaching methods grounded in scientifically based research. The President's 2003 budget for education provides new resources to help states, school districts, and schools implement the NCLB Act and improve educational opportunities for all students. He is requesting $50.3 billion in discretionary appropriations for the Department of Education in fiscal year 2003, an increase of $1.4 billion over the 2002 enacted level. The following subjects are covered in this document: the 2003 Budget, and the 2003 Education Budget by Program Area. Program areas include: (1) Elementary and Secondary Education; (2) Special Education and Rehabilitative Services; (3) Vocational and Adult Education; (4) Student Financial Assistance; (5) Higher Education Programs; (6) Education Research, Statistics, and Assessment; and (7) Departmental Management. An appendix includes a table showing total expenditures for education in the United States, and a budget table detailed by program. (RT)

ED 461 947 EA 031 724

Meyer, Stephen J.
Understanding the Impact of Organizational Differentiation in High-Poverty Schools with Alternative Models of Title I Service Delivery.
SPONS. AGENCY- American Educational Research Association, Washington, DC.; National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Environment; Educational Experience; Educational Finance; Educational Research; Elementary Education; *Program Effectiveness; *School Organization; School Statistics
IDENTIFIERS- *Elementary Secondary Education Act Title I

American public schools historically have used a range of differentiating mechanisms to meet the needs of diverse groups of students. Examples from Title I service delivery include

NOTE- 107p.; Masters Thesis, California State University, Long Beach.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Empowerment; *Individualized Education Programs; Individualized Transition Plans; Needs Assessment; Program Development; Questionnaires; *Special Education; *Student Participation; *Teacher Attitudes; Teacher Surveys; Transitional Programs

This study examined: (1) the current level and quality of participation by students with disabilities in the Individualized Education Program (IEP)/transition planning process and annual meetings; (2) the extent to which teachers expect and enable special education students to participate in that process; and (3) factors that may foster or suppress the participation of students. The study gathered quantitative data from a self-report survey instrument, "IEP Questionnaire," and qualitative data from audiotaped semi-structured follow-up telephone interviews. Students (n=32) in graduate special education courses completed a 22-question survey about participants' special education students' participation in the IEP, transition planning and annual meeting process, and factors that either foster or suppress such participation. Follow-up interviews clarified survey responses with emphasis on low modal and mean responses. The study found that participating special education teachers thought that both students and teachers need training to participate effectively in the IEP/transition process; that there is a need to clarify the educator's role in facilitating active student participation; and that special education law should emphasize active student IEP participation. Appendices include the IEP questionnaire, the telephone interview protocol, the consent form, and additional comments of participants. (Contains 85 references.) (DB)

ED 461 966 EC 308 817

Bettenhausen, Sherrie
Avoid Potential Liability: The Americans with Disabilities Act and the Public Schools.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *Civil Rights Legislation; *Compliance (Legal); *Court Litigation; *Disabilities; *Disability Discrimination; Elementary Secondary Education; *Equal Opportunities (Jobs); School Responsibility
IDENTIFIERS- *Americans with Disabilities Act 1990

This paper summarizes requirements of the Americans with Disabilities Act (ADA) and related regulations and judicial decisions as the law pertains to employment at public and private schools. It stresses that the ADA forbids employment discrimination on the basis of disability, and requires employers to make "reasonable accommodation" for employees' disabilities. It notes that the plaintiff has the initial burden to establish that he or she was not hired or promoted due to discrimination but that once the plaintiff makes this initial showing, the burden shifts to the employer or school district to articulate a legitimate, nondiscriminatory reason for not hiring or promoting the plaintiff. Individual sections revealed very different patterns. Overall, results are consistent with the Lexical Filtering Proposal of sentence processing, which assumes that initial parsing decisions can be made without reference to nonsyntactic information. (Contains 26 references.) (NAV)

ED 461 986 FL 027 132

Gonzalez, Rosa Maria
Bilingual/ESL Programs Evaluation Report, 1999-2000.
PUB DATE- 01
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Bilingual Education Programs; Educational Research; Elementary Secondary Education; *English (Second Language); Ethnicity; Faculty Development; Immigrants; Language Teachers; *Limited English Speaking; *Program Evaluation; Second Language Instruction; Standardized Tests; Summer Programs; Tables (Data)
IDENTIFIERS- Austin Independent School District TX; Emergency Immigrant Education Act 1984

The Austin Independent School District (AISD) provides bilingual education and English-as-a-Second-Language (ESL) programs for limited-English-proficient (LEP) students. Mandatory evaluation of these programs involved the following: data from the Student Master File (information on each student's grade level, ethnicity, and socioeconomic status); data from the LEP student master file (information on students' LEP status, home language, and program service dates); programmatic and professional staff development details; Emergency Immigrant Program expenditure data; prior-year information on LEP students from Office of Program Evaluation reports; test scores; and participant responses. Achievement of former LEP students surpassed that of all AISD students on percentages passing the Texas Assessment of Academic Skills. Their attendance rates and grade point averages were similar to those seen districtwide. Potential retention rates and discipline rates were lower than districtwide rates. Achievement of current LEP students was generally below state and national norms. Participants reported that staff development was appropriate and useful. The number of LEP students attending AISD increased in recent years. Three appendixes contain text of the Texas Administrative Code; data on alternative language program/bilingual/ESL staff development; and a comparison of LEP students served versus LEP refusals. (Contains 19 figures and 36 tables.) (SM)

ED 461 987 FL 027 133

Omari, Deena Rae
A Comparison of Foreign Language Teaching Methods: Total Physical Response versus Song/Chants with Kindergartners.
PUB DATE- 01
NOTE- 43p.; Master of Arts Action Research Project, Johnson Bible College.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Body Language; Comparative Analysis; Kindergarten; *Kindergarten Children; Primary Education; Second Language Instruction; *Songs; *Spanish; *Teaching Methods; *Vocabulary

EFL teachers in language teacher education programs. The questionnaire and interview questions are appended. (Contains 35 references.) (SM)

ED 462 005 FL 027 155

Goranson, Donald G., Jr., Ed.; Howland, Marsha J., Ed.
A Guide to K-12 Program Development in World Languages.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 277p.; Funded by the Foreign Language Assistant Program.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Curriculum Development; Diversity (Student); Elementary Secondary Education; Learning Activities; Program Development; Program Evaluation; Program Implementation; *Second Language Instruction; *Second Language Programs
IDENTIFIERS- Connecticut

This guide provides a road map for Connecticut school districts as they develop and implement a world languages program appropriate for the 21st century. It describes what students should know and be able to do at various grade levels and stages of language learning. The five chapters include the following: (1) "Introduction" (overview of the guide); (2) "Core Curriculum Content" (e.g., program goals, K-12 content standards, performance standards, illustrative learning activities, prototype assessments, and suggestions for modifications of activities); (3) "Implementing the Curriculum" (e.g., instructional materials, time, technology, and connections; professional development, interaction, supervision, and evaluation; student assessment and support; grouping and tracking; and articulation and alignment); (4) "Developing a District Curriculum" (key components of curriculum development, the curriculum development process, and statements of philosophy); and (5) "Critical Issues" (e.g., the gap between expectations and investment, proficiency-based expectations, parents and the community as partners, supportive school environments, equity and diversity, scheduling, articulation, and the new world languages learner). Six appendixes include referenced documents, additional resources, selected Connecticut data, frequently asked questions, a glossary, and "A Case for Foreign Languages: The Glastonbury Language Program" (Christine Brown). (SM)

ED 462 006 FL 027 156

Holton, Gary
Tanacross Practical Orthography.
PUB DATE- 00
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *American Indian Languages; *Language Maintenance; *Phonology; *Tone Languages; Uncommonly Taught Languages; Vowels
IDENTIFIERS- Fricatives; Glottal Stops; *Orthography

This article summarizes the development of the Tanacross the University" (Robert L. Holmes); (14) "Feminist Accused of Sexual Harassment" (Jane Gallop); (15) "Reconciling Rapture, Representation, and Responsibility: An Argument against Per Se Bans on Attorney-Client Sex" (Linda Fitts Mischler); (16) "Exploited Consent" (David Archard); and (17) "Illustrative Policies." (Contains 267 endnotes and 125 references.) (SLD)

ED 462 026 HE 034 639

Lovitts, Barbara E.
Leaving the Ivory Tower: The Causes and Consequences of Departure from Doctoral Study.
PUB DATE- 01
NOTE- 307p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; Decision Making; *Doctoral Programs; *Graduate Students; Graduate Study; Higher Education; Interviews; *Student Attrition; Surveys

Based on evidence from a survey of 816 completers and noncompleters of doctoral degree programs and on interviews with noncompleters, high- and low-Ph.D. productive faculty, and directors of graduate study, this book locates the root cause of attrition in doctoral study and the cultural organization of graduate education. The chapters are: (1) "The Invisible Problem"; (2) "Explaining the High and Persistent Rate of Attrition"; (3) "Explaining Departure"; (4) "The Lack of Information"; (5) "The Absence of Community"; (6) "Disappointment with the Learning Experience"; (7) "The Quality of the Adviser-Advisee Relationship"; (8) "The Decision To Leave"; (9) "Personal Consequences of Departure"; (10) "Labor Market Consequences of Departure"; and (11) "Conclusions and Recommendations." An appendix discusses "Most and Least Successful Adviser-Advisee Relationships from the Point of View of the Faculty." (Contains 9 figures, 36 tables, and 190 references.) (SLD)

ED 462 027 HE 034 640

Guerrero-Avila, Juan B.
Hispanic Experience in Higher Education: Mexican Southern Baptists' Attitudes toward Higher Education.
PUB DATE- 01
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *High School Students; High Schools; *Higher Education; Hispanic American Students; *Mexican Americans; Parent Attitudes; Parents; *Paying for College; Religious Cultural Groups; Research Methodology; *Student Attitudes; Student Financial Aid
IDENTIFIERS- *Southern Baptists

This study explored the attitudes toward higher education of Mexican Southern Baptists in California. Interviews with 15 families and questionnaires completed by 126 high school students show that members of this group hold positive attitudes toward higher education but financial constraints pose an obstacle too difficult for many of them to overcome. The chapters are: (1) "Introduction to the Study"; (2) "Review of the Literature"; (3) "Research Methodology"; (4) "Analysis of Data and Findings"; and (5) "Discussion, Conclusions and Recommendations." Ten appendixes contain supplemental

This report contains commissioned papers prepared in support of this study and a summary of a meeting convened to discuss these papers. The papers are: (1) "An Essay on College Costs" (David W. Breneman); (2) "Higher Education and Those 'Out of Control Costs'" (D. Bruce Johnstone); (3) "Cost Analysis and the Formulation of Public Policy" (Dennis P. Jones); (4) "Institutional Financial Health: Tuition Discounting and Enrollment Management" (Lucie Lapovsky); (5) "Issues of Cost and Price in Higher Education: Observations on Needed Data and Research" (Michael McPherson and Morton Owen Schapiro); (6) "Measuring Higher Education Costs: Considerations and Cautions" (Michael F. Middaugh); and (7) "Higher Education's Costs, Prices, and Subsidies: Some Economic Facts and Fundamentals" (Gordon C. Winston). Each paper contains references. (Contains 17 tables and 9 figures.) (SLD)

ED 462 048 HE 034 673

Lindsay, Beverly, Ed.; Justiz, Manuel J., Ed.
The Quest for Equity in Higher Education: Toward New Paradigms in an Evolving Affirmative Action Era. SUNY Series, Frontiers in Education.
PUB DATE- 01
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Affirmative Action; College Admission; College Faculty; *Diversity (Student); Educational Change; *Educational Policy; *Equal Education; *Higher Education
IDENTIFIERS- *Reform Efforts

This book examines issues of the role of equity, diversity, and affirmative action in colleges and universities in the United States in light of public debates and policy changes. Part 1, entitled Setting the Stage, contains "The Landscape for Conceptual and Policy Issues" (Beverly Lindsay and Manuel J. Justiz). Part 2, Legal and Economic Perspectives, contains these chapters: (2) "Judicial and Legal Perspectives on Student Affirmative Action in Higher Education" (Ida Elizabeth Wilson); (3) "Affirmative Action Retrenchment and Labor Market Outcomes for African-American Faculty" (Samuel L. Myers, Jr. and Caroline S. Turner); (4) "The Effects of Public Policy Conflicts and Resource Allocation Decisions on Higher-Education Desegregation Outcomes in Pennsylvania" (James B. Stewart); and (5) "The Threatened Future of Affirmative Action and the Search for Alternatives" (Reginald Wilson). Part 3, Interrogation of Public and Education Policies, contains: (6) "The Real Question after 'Hopwood': Why Equity in the K-12 Pipeline Will Change Our University Campuses for the Better and Help Preserve a Citizen Democracy (Manuel J. Justiz and Marilyn C. Kameen); (7) "Forces Eroding Affirmative Action in Higher Education: The California-Hawai'i Distinction" (Joanne Cooper, Kathleen Kane, and Joanne Gisselquist); and (8) "The Continuing and Expanding Roles of Historically Black Colleges and Universities in an Era of Affirmative Action and Diversity in Higher Education" (Antoine M. Garibaldi, Horace G. Dawson, Jr., and Richard A. English). Part 4, Executive Initiatives and International Perspectives, contains: (9) "Equity in the Contemporary University" (Graham B. Spanier and Mary Beth Crowe); (10) "Forging New University Initiatives in the Twenty-First Century: Women Executives and Equity" (Beverly Lindsay); and (11) "Civil Society's Cross-National Response to Affirmative Action" (Maxine Thomas). Part 5, Toward the Evolution of Dynamic Policies for Equity, contains chapter 12: "Toward the

Elementary Classrooms" (Susan Berg and others); "The Adoption of Microcomputers for Instruction: Implications for Emerging Instructional Media Implementation" (Victor Gbomita); "Ready, Fire, Aim: Toward Meaningful Technology Standards for Educators and Students" (Kyle L. Peck); "Putting the Research To Work: Professional Development Models from Michigan" (Ellen Hoffman and Ginny Thompson); "Professional Competencies" (Ed Coughlin); "Multimedia Learning: Are We Asking the Right Questions?" (Richard E. Mayer); "Teaching, Learning, and the Impact of Multimedia Technologies" (Tony Bates); "Problem Solving, Planning Ability, and Sharing Processes with LOGO" (Ester Kapa); "Implications of Educational Theory for the Design of Instructional Multimedia" (Martyn Wild and Clark Quinn); "Distance Education Research: Messages to the Field" (Gary R. Morrison and Amy B. Adcock); "Distance Education Is a Strategy: What Is the Objective?" (Thomas W. Smith); "Distance Education: An Evolving Instructional Technology Application" (Francis Dwyer); "Interaction in Distance Education: The Critical Conversation" (Angie Parker); "Distant, But Not Distanced: A Learner-Centered Approach to Distance Education" (Linda L. Wolcott); "A Taxonomy of Bandwidth: Considerations and Principles To Guide Practice in the Design and Delivery of Distance Education" (David R. Moore and Barbara B. Lockee); "Access Issues in Web Page Design: Easy Steps to Improved Design" (D. Michelle Hinn); "Ten Facts of Life for Distance Learning Courses" (Annette C. Lamb and William L. Smith); "Online Courses: Tips for Making Them Work" (Linda Cooper); and "Framing the Questions of Distance Education Research and Evaluation" (Barbara Lockee and others). Most articles contain references. (MES)

ED 462 068 IR 021 025

Picciano, Anthony G.
Educational Leadership and Planning for Technology. Third Edition.
PUB DATE- 02
NOTE- 342p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Uses in Education; Distance Education; Educational Administration; *Educational Planning; *Educational Technology; Elementary Secondary Education; Instructional Leadership; Internet; Multimedia Instruction; *Technology Planning
IDENTIFIERS- *Technology Implementation; Technology Utilization

The purpose of this book is to provide educators with both the theoretical and the practical considerations for planning and implementing technology, particularly computer applications, in schools. Section I provides the basic concepts and foundation material for an overall understanding of the themes and major issues related to planning for technology in schools and school systems. It includes a chapter on pedagogical and social issues related to technology that should be considered as part of the planning process. Section II contains five chapters on the nature of computer applications used for both administration and instruction. This section devotes three chapters to discussions of newer technologies such as multimedia, the Internet, and distance learning. Section III presents specific material on the primary components of planning for and developing technology applications in schools. Chapters are

Evaluation; Outcomes of Education; Program Effectiveness; Student Attitudes; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Florence Darlington Technical College SC

This document discusses institutional effectiveness at Florence-Darlington Technical College (FDTC) (South Carolina) for the 2000-2001 academic year. Full and/or interim report summaries are provided for advising procedures, library resources, and for the following departments: Accounting, Automated Office, Office Systems Technology, Health Care Secretary, Computer Technology, Marketing, and Small Business Management. The document also discusses FDTC's nursing programs, stating that 2000-2001 saw the implementation of a new curriculum design in this area. Report highlights include: (1) the college expects to take advantage of current technological advances in education to increase academic advising policies in favor of student services; (2) the library expects to continue to pursue its goals of providing additional services and increasing its print and non-print holdings; (3) in 2002-2003, the library will pursue participation in a statewide virtual library (PASCAL) to increase FCTC's access to collections from all South Carolina public and private institutions; (3) the Accounting Department expects to develop and enhance its Internet courses and have the entire program online by mid-2002; (4) graduates in the Automated Office Department curriculum demonstrated success in keying competencies related to real-world requirements; and (5) all of the Office Systems Technology graduates recently surveyed were placed in jobs relating to their program of study. This document also contains a list of national institutional and specialized accrediting bodies recognized by the South Carolina Commission on Higher Education, results of professional examinations, and data on additional examinations. (EMH)

ED 462 087 JC 020 147

Cartnal, Ryan
Cuesta College Student Characteristics and Enrollment Trends, Fall 2001.
PUB DATE- 01
NOTE- 35p.; Some graphs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Transfer Students; Community Colleges; Enrollment; Enrollment Influences; *Enrollment Trends; *School Demography; *Student Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Cuesta College CA

Enrollment at Cuesta College in California is at an all-time high of 10,165 students and it continues to increase. This report discusses student characteristics and enrollment trends for the periods 1997-2001 (5-year analysis) and 1999-2001 (2-year analysis). Highlights include: (1) continuing students constituted only 49% of the 2001 student body, while first-time students accounted for 25%, new transfer students accounted for 13%, returning transfer students accounted for 4%, and returning students accounted for 9%; (2) 44% of students enrolled in day classes, 34% enrolled in day and evening classes, and 22% enrolled only in evening classes; (3) 34% of students were enrolled in fewer than six units, while 37% of students were full time (12-15 units); (4) 66% of students had completed fewer than 30 units, while only 5% of students had completed 60 or more units; (5) 7% of students had already identifying learning needs and defining educational, career, and life goals; (2) to increase the percentage of students attaining educational goals; (3) to increase student access and success by developing and expanding curriculum initiatives in both traditional and alternative instructional delivery formats; (4) to attract an expanded and more diverse student population; (5) to facilitate student transition by expanding cooperative strategies; (6) to increase educational opportunities for students by establishing external partnerships; (7) to provide services that exceed expectations; (8) to increase the college's competitiveness in attracting and retaining faculty and staff; (9) to enhance performance and satisfaction of faculty and staff; (10) to improve decision making by providing easier, more widespread access to management information and data; (11) to ensure adequate resources to meet present needs and accomplish new objectives; (12) to update and improve the technology infrastructure; (13) to develop a comprehensive institutional technology plan; (14) to improve condition of campus facilities and provide additional space; (15) to reduce adverse environmental effects of the college; (16) to improve customer satisfaction and employee morale through better facilities management; and (17) to provide state-of-the-art administrative systems. Includes plans for accomplishing each goal. (KP)

ED 462 107 JC 020 175

SBCC Transfers to UCSB: Profiles and Performance after Transfer. A Study of Three Cohorts.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Persistence; *Articulation (Education); *College Transfer Students; Community Colleges; Predictive Measurement; *Student Characteristics; Transfer Policy; Transfer Programs; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Santa Barbara City College CA; University of California Santa Barbara

Every semester about 3,800 Santa Barbara City College (SBCC) (California) students indicate a desire to transfer to the University of California at Santa Barbara (UCSB). However, for the academic years 1998-2000, less than 450 SBCC students successfully transferred to UCSB. This study examines three consecutive SBCC cohorts' traits and performance after transferring to UCSB. Findings indicated that transfers consisted of slightly more women than men (53% to 55%), white students over minorities (76% to 78%), students 25 or younger (83% to 86%), and students who were not economically disadvantaged (less than 8% participated in Extended Opportunity Programs and Services EOPS programs for low-income students). Additionally: (1) less than one-third had graduated from local feeder high schools; (2) the average cumulative GPA was 3.1; (3) at least 70% had a goal of transferring while attending SBCC; (4) after transferring, about 70% pursued majors in areas related to social sciences and humanities; (5) the UCSB major matched the SBCC major for about 40% of the transfers; (6) 6-10% transfer students withdrew during the first quarter; (7) the average cumulative GPA after the first UCSB year was 2.9; and (8) between 23% and 26% had cumulative GPAs lower than 2.5. Regression analyses found that SBCC GPA was the strongest predictor of UCSB first-can be modified to involve students more actively in the teaching and learning process. One of the strategies outlined in this paper includes the incorporation of a class Web site, electronic mail, and/or a class mailing list. These technological devices aid in opening and increasing the lines of communication between students and the instructor. Another strategy includes requiring the use of presentation software and word processing applications, which in turn helps students gain additional technological skills, while overcoming a fear of using computers. Group and collaborative learning, another strategy for producing active student involvement, can be encouraged through student presentations of work to the class, written journals, course portfolios, and writing assignments. These group and collaborative learning experiences can enhance students' level of improvement in writing, critical thinking, and college survival skills. Using these strategies in course design can also assist students in overcoming their struggles with difficult course material. Finally, such course design strategies help to ensure that students are more actively engaged in the learning process. (KP)

ED 462 128 JC 020 197

Heslop, Joanne
Analysis of Applications, Admissions and Registrations of B.C. College Transfer Applicants to B.C. Universities, Fall 2000.
PUB DATE- 01
NOTE- 52p.; Report commissioned by the British Columbia Council on Admissions and Transfer.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement; *Admission Criteria; *College Applicants; *College Transfer Students; Community Colleges; Enrollment; Foreign Countries; Higher Education; Qualifications; School Registration; Transfer Students; *Universities
IDENTIFIERS- *British Columbia

This report summarizes the application, qualification, admission, and registration patterns of 6,804 college transfer students who applied for admission to at least one of British Columbia's (BC) universities for the fall term of the year 2000. Data contributed by the University of British Columbia (UBC), the University of Victoria (UVic), the University of Northern British Columbia (UNBC), and Simon Fraser University (SFU) were used in the analysis. Data were collected from 8,409 applications submitted by 6,804 students who applied to at least 1 of the 4 institutions. Of the 6,804 students who applied, 4,596 received at least 1 admission offer, and 3,749 registered at a university. A total of 5,334 applicants were qualified for general admission, of which 4,596 (86%) received an admission offer, and 3,749 (70%) registered. There were 738 qualified applicants (14%) who were not offered admission to a BC university (satisfaction of minimum requirements does not guarantee admission). Of the 6,804 students who applied, 5,444 (65%) applied to 1 university only, 1,141 (27%) applied to 2 of the universities, 193 (7%) applied to 3, and 26 (1%) applied to all 4. UBC received the largest number of applications (3,605 or 43%), followed by UVic with 2,418 (29%), SFU with 1,709 (20%), and UNBC with 677 (8%). (NB)

ED 462 129 JC 020 198

District Performance on Partnership for Excellence Goals:

Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS- School Based Services

Starting Early Starting Smart (SESS) is a knowledge development initiative designed to: (1) create and test a new model for providing mental health and substance abuse prevention and treatment for young children (birth to 7 years) and their families; and (2) inform practitioners and policymakers of successful interventions and promising practices from a multi-year study. In the third year of the first 5-year phase, 12 culturally diverse grantee organizations provide integrated behavioral health services in community-based early childhood settings where families customarily receive services for children. This report identifies the conceptual and methodological issues associated with the analysis of costs and outcomes of early intervention programs in general and makes recommendations regarding the application of these tools for subsequent demonstration studies of SESS. Chapter 1 discusses the results-based accountability movement in social services and argues that knowledge about the relationship between costs and outcomes is useful for program directors but is also important for developing policy approaches at a more general level. Chapter 2 provides a primer on various types of cost and outcome analysis: cost-benefit, cost-effectiveness, and related methods within the broader decision support framework or policy scorecard analysis. Chapter 3 discusses issues in cost and outcome analysis specific to early childhood intervention programs, focusing on measures for benefits and estimation of costs. Chapter 4 reviews the literature on cost and outcome analysis for early childhood intervention programs and provides illustrations of such analyses from the Perry Preschool Program, the Elmira Prenatal/Early Infancy Project, and the Chicago Child Parent Centers. Chapter 5 applies the concepts to the SESS program, with specific recommendations regarding the evaluation design and implementation of cost and outcome analysis. Chapter 6 summarizes the main findings and presents conclusions. Three appendices include descriptions of the grantees and mission statements of the national collaborators involved in the project. Also appended is the Executive Summary. (Contains 1 figure, 15 tables, and a 77-item bibliography.) (KB)

ED 462 149 PS 030 068

Okuyama, Kumiko; Weber, Roberta B.
Parents Receiving Child Care Subsidies: Where Do They Work? A View from Four States and the District of Columbia.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 01
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Employed Parents; *Employment Patterns; *Family Work Relationship; Geographic Regions; Labor Market; *Parents
IDENTIFIERS- *Subsidized Child Care Services

Noting that where child care subsidy recipients work has relevance for both policy and advocacy related to families moving off of welfare, this paper examines findings from seven studies of the issue in Florida, Alabama, Oregon, California, and the District of Columbia. Following introductory comments, Section 2 of the report presents the background for the seven studies. Section 3 summarizes the methodology used in the drivers 15 to 20 years old, 1990-2000; (2) drivers involved in fatal crashes and driver involvement rates by age group, 2000; (3) drivers 15 to 20 years old involved in fatal crashes, by previous driving record and license status, 2000; (4) driver fatality rates, by age and sex, 1996; (5) involvement of drivers 15 to 20 years old in fatal crashes, 1990 and 2000; (6) alcohol involvement among drivers 15 to 20 years old involved in fatal crashes, 2000; and (7) cumulative estimated number of lives saved by minimum drinking age laws, 1975-2000. According to the data, motor vehicle crashes are the leading cause of death for people 15 to 20 years old, although deaths dropped by 10 percent in 2000 from 1990 levels. (EV)

ED 462 171 PS 030 106

Rahmanou, Hedieh
The Widening Gap: A New Book on the Struggle To Balance Work and Caregiving. Research-in-Brief.
PUB DATE- 01
NOTE- 8p.; Based on "The Widening Gap: Why America's Working Families Are in Jeopardy and What Can Be Done about It," by Jody Heymann, see ED 447 946.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Children; Caregivers; Child Rearing; Children; *Employed Parents; *Family Work Relationship; *Females; Fringe Benefits; *Low Income Groups; Mothers; Parent Child Relationship; *Parents; Personnel Policy; *Public Policy; Work Environment

This research brief presents some main findings from a study of employer-based support systems in the United States to help families meet their caregiving responsibilities, and focuses on the failure of existing policies to support caregiving responsibilities of low-income parents and women. The brief also presents policy alternatives to help working families better address their responsibilities. Data sources include primary and secondary data from the National Longitudinal Study of Youth, the Survey of Midlife in the United States, the Urban Working Families Study, and the National Daily Diaries Study. The brief reports that low-income families are particularly affected by the gap between services provided by government and employers and families' needs. Lower- and middle-income workers spend substantially more time caring for elderly parents than do higher-income families. Employed women are more likely than employed men to provide care for a child, spouse, partner with disability, or elderly relative. The Family and Medical Leave Act covers only about half of U.S. workers and does not cover the common illnesses of young children that cause most parents to miss work. Low-income workers have few or no workforce benefits. Employed mothers are less likely than men to have access to paid leave and flexibility in their hours. Policy recommendations include ensuring preschoolers' care and education, increasing the length of the school day and year, improving public transportation, and adapting work schedules and hours. The brief concludes by noting that developing public policies that cut across social class and help all workers succeed at work and in caring for their families is critical to the welfare of low-income workers and to the advancement of women. (KB)

ED 462 172 PS 030 109

A list of Illinois Head Start programs that have developed successful collaborative partnerships in their community is provided, along with web site and print resources for collaboration. The guidebook concludes with descriptions of the following Illinois programs: Head Start, Illinois State Board of Education (ISBE) early childhood programs, ISBE early childhood special education, Illinois Department of Human Services (IDHS) child care programs, and IDHS early intervention programs. (KB)

ED 462 189 PS 030 147

Wragg, E. C.
Assessment and Learning in the Primary School. Successful Teaching Series.
PUB DATE- 01
NOTE- 86p.; First published as "Assessment and Learning" in 1997.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Observation Techniques; Elementary School Students; *Elementary School Teachers; Evaluation Criteria; Faculty Development; *Informal Assessment; Interviews; *Primary Education; Professional Development; Questioning Techniques; Self Evaluation (Individuals); Standardized Tests; *Student Evaluation; *Teacher Improvement; Test Reliability; Test Validity

Noting that improving the quality of learning in primary schools and preparing children for a long, complex life in the twenty-first century requires the highest quality of teaching and professional training, this book is part of a series to improve teachers' skills in the classroom. The book is intended to offer primary school teachers a means of reflecting on student assessment and then taking action to improve teaching and learning in their own classrooms. The book is presented in six units: (1) "The Manifold Nature of Assessment," showing how different methods are used in schools, including formal and informal assessment methods; (2) "Principles and Purposes of Assessment," discussing test validity and reliability, diagnosis, selection, and prediction; (3) "Informal Methods of Assessment," including questions and answers during classroom interaction, interviews, and observation; (4) "Formal Methods of Assessment," including both teacher-constructed and commercially produced written tests, assessment of various subject contexts, marking, and checking; (5) "Assessment in Action," focusing on assessment in various subjects, self-assessment, and the marking, recording, and reporting of assessment; and (6) "Whole School Issues," discussing how schools can develop effective policies and practices, including the issues of staff development, school inspection, teacher appraisal, and the use of league tables to compare schools. Each unit includes activities for teachers and their classes working together to improve teaching and learning. (Contains 33 references.) (KB)

ED 462 190 PS 030 148

Wisconsin Early Childhood Collaborating Partners: Working To Transform Early Childhood Education & Care.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.; Cooperative Educational Service Agency #5, Portage,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Improvement; *Educational Policy; Federal Legislation; *Government Role; *Partnerships in Education
IDENTIFIERS- Department of Education; Paige (Roderick)
This pamphlet recounts remarks of Education Secretary Rod Paige at the opening of a meeting of chief state school officers. Drawing on the analogy of George Washington's friendships, the Secretary pledged the department's support and resources to the states but also the department's firm resolution in expecting compliance with President George W. Bush's "No Child Left Behind" education legislation. The Secretary also praised members of Congress for cooperation in enacting the legislation, and notes that the same spirit of bipartisanship will be critical to successful implementation. (HTH)

ED 462 207 PS 030 181

Testing for Results: Helping Families, Schools and Communities Understand and Improve Student Achievement.
PUB DATE- [illegible] 02
NOTE- [illegible].
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Accountability; *Educational Improvement; Elementary Secondary Education; Federal Legislation; Government Role; Standardized Tests; *Student Evaluation; Student Improvement
IDENTIFIERS- No Child Left Behind Act 2001
Redefining the federal government's role in kindergarten through grade 12 education, the No Child Left Behind Act of 2001 is designed to close the achievement gap between disadvantaged and minority students and their peers. The act is based on four principles, the first of which is stronger accountability for results, entailing creation of standards against which student progress and achievement will be measured by annual state tests. This booklet explains the roles of these new state tests in improving student achievement and addresses some of the misunderstandings about the changes to come. Following an introduction, the first part of the booklet provides a rationale for measuring student progress, noting that each state retains the responsibility for deciding what their students should learn in each grade as well as devising assessments aligned to curriculum. The second part of the booklet explores myths and realities about testing, noting that testing is intended to establish benchmarks rather than narrow the curriculum, and that a well-designed evaluation system accommodates special needs. (HTH)

ED 462 208 RC 020 122

Nava, Paul; Hernandez, Lourdes; Rubalcava, Anna; Palacios, Esther C.
Empowering Students and Their Families To Succeed through Innovative, Diverse, and Challenging Educational Programs.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED),

Quasiexperimental Design; *Skill Development
IDENTIFIERS- Nursing Students

Adaptive competencies are the skills required to effectively complete a particular task and are the congruencies (balance) between personal skills and task demands. The differences between the adaptive competency acquisition of students in licensed practical nurse (LPN) programs and associate degree nurse (ADN) programs were examined in a quasiexperimental study. A 34-item profile and a 3-question demographic assessment were administered to 30 students enrolled in the final quarter of an LPN program and 41 students enrolled in the beginning quarter of an ADN program. Individual scores and group means for the individual Likert-type scale responses were determined. No significant differences were found in how the students enrolled in the LPN program and students enrolled in the ADN program developed the following types of competencies: (1) accommodative competencies; (2) assimilative competencies; (3) convergent competencies; and (4) divergent competencies. Gender, age, and previous health care experiences did not appear to factor into acquisition of adaptive competencies. The study supported the articulation concept by providing data establishing that articulating programs is a viable option in nursing education. The study was said to support the new approaches being advocated by nurse educators, which places value on the variety of educational backgrounds that foster development of competency types, both conceptual and practical, that enable graduates to function effectively in changing work environments and situations. (Contains 14 references.) (MN)

ED 461 728 CE 082 797

Kister, Joanna
State Leadership for Career Technical Education.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 01
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Change Agents; *Educational Administration; Educational Change; Educational Finance; Educational Policy; Educational Practices; Educational Research; Federal State Relationship; Financial Support; Interviews; *Leadership; Leadership Responsibility; *Leadership Training; Literature Reviews; National Surveys; Postsecondary Education; Program Development; Questionnaires; Secondary Education; *State Programs; *Statewide Planning; *Vocational Directors; Vocational Education
IDENTIFIERS- *Career and Technical Education; Ohio

This document is comprised of two main parts: (1) Role and Natur of State Leadership; and (2) Developing Leaders. Issues related to state leadership for career and technical education (CTE) were studied. CTE-related research, policy, and practice were reviewed. State directors of CTE were surveyed, and 39 individuals considered opinion leaders in CTE, various stakeholders in CTE, and leadership development program providers were interviewed. The roles and responsibilities of state directors were identified. The main concerns cited by the state directors of CTE were as follows: reduced staffing; turnover; lack of vision and implementation; their role in organizational structure; multiple systems of governance; political issues; and inexperience in CTE. The following were among the study's 21 recommendations for developing state

(150)
DESCRIPTORS- Access to Education; Adult Education; *Adult Learning; Community Development; Cooperative Learning; Educational Needs; Educational Objectives; Educational Opportunities; Educational Strategies; Elementary Secondary Education; Empowerment; Equal Education; *Ethnic Groups; Foreign Countries; *Intergenerational Programs; Mentors; Minority Groups; Multicultural Education; Older Adults; Oral History; Partnerships in Education; Postsecondary Education; Program Content; Program Development; Program Effectiveness; Remedial Instruction; Role of Education; *School Community Relationship; *Social Integration; Social Isolation; Social Problems
IDENTIFIERS- Gypsies; Impact Studies; Marginalized Groups; *Roma; *Romania; Second Chance Programs

The end of communist rule in Romania meant that the country's Rroma (Gypsy) population could affirm its ethnic and cultural identity. However, educational opportunities for Rroma children remain low. The following are among the many factors that have led to social exclusion of the Rroma in Romania: existing policy priorities; high unemployment and poverty rates; regional disparities; and configuration and respect of citizenship and human rights. The national program Education for the Second Chance was initiated to combat social exclusion. The program School Development in Rroma Communities Equal Chances for Rroma Children through School and School-Related Activities was started in 1998 and lasted for 3 years. It featured the following components: (1) school management and partnership; (2) intercultural education; (3) cooperative learning; (4) oral histories; (5) remedial teaching; and (5) local community involvement in education and parents' education. The following were among the successful activities conducted within the program's framework: (1) Sunday school for parents; (2) grandfathers' kindergarten (educational activities for preschool children that were initially organized by older adults); and (3) mentoring programs. These initiatives have illustrated how increasing the learning opportunities available to adults can benefit young children and help combat the marginalization and social exclusion of Rroma children and adults alike. (MN)

ED 461 746 CE 082 881

Illinois Occupational Skill Standards: Agricultural Sales and Marketing Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 01
NOTE- 56p.; Produced collaboratively by the Agriculture and Natural Resources Subcouncil and the Agriculture Sales and Marketing Cluster Standards Development Committee. Product developer, Kim Harris. For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, ED 454 375-377, and CE 082 882-884.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; Agricultural Education; *Agricultural Supply Occupations; Competence; Competency Based Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment

Poor
IDENTIFIERS- California (Los Angeles); Florida (Miami); Food Security; Ohio (Cleveland); Pennsylvania (Philadelphia); Welfare to Work Programs

The Project on Devolution and Urban Change studied the effects of welfare reform in the counties encompassing the following cities: Cleveland, Ohio; Los Angeles, California; Miami, Florida; and Philadelphia, Pennsylvania. In May 1995, the 3,900 women in the sample were receiving public assistance and living in high-poverty neighborhoods. After 3-4 years, the women were interviewed about their recent employment experiences. Three-fourths of the women had worked in the past 2 years, and about half were working at the time of the interview. Although many of the current and former welfare recipients achieved high employment stability, most were in jobs with low earnings, and most could not lift their families out of poverty without other sources of income. Only half the women had health insurance, and most of the women and their families faced multiple material hardships, including food insecurity, housing problems, and unmet health care needs. Nearly all those who worked faced barriers to employment. The data provided evidence that government policies aimed at addressing the needs of the working poor have fallen short of their goals. (Nineteen tables/figures/boxes are included. Key measures by site are appended along with information on employment status and stability in the urban change survey sample. The bibliography contains 44 references.) (MN)

ED 461 761 CE 082 909

Levine, David I.
The New Employment Contract?
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Employer Employee Relationship; *Employment Patterns; *Employment Practices; Foreign Countries; Fringe Benefits; Human Capital; Labor Economics; Labor Force Development; Labor Market; *Labor Turnover; Personnel Management; Policy Formation; *Public Policy; *Salary Wage Differentials; Small Businesses; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- Japan; United States

In the classic employment contract, especially at large companies, wages were not strongly responsive to the labor market. Instead, individual companies had distinctive company wage levels and patterns. An exhaustive study of employers and employees in the United States and Japan examined whether the "old employment contract" has been replaced. Data on changes in internal labor markets, company pay structures, and the employment contract were analyzed. The study found little evidence of the existence of a "new employment contract" at least as far as the wage-setting process is concerned. Wage levels at large and small employers have become only modestly similar, and the returns on education and tenure in large and small companies have not converged. The correlation between average wages in local labor markets and large company wages did not increase. No decline was observed in either inequality across employers or the distinctiveness of wage patterns within an employer. The findings were unsupportive of any single theory of changes in wage structures at large U.S. employers.

This resource guide for comprehensive counseling and guidance programs provides counselors, student service personnel, and administrators of Iowa's K-12 schools and community colleges with a means to improve or design programs. With the rapidly changing global society and the increase in violence at all levels of society, there is a critical need for programs to integrate skills and knowledge that will develop productive citizens for the future. This guide provides a framework for the organization, implementation, and evaluation of a comprehensive program. It is a tool for educators that incorporates current research with best practice. The guide covers the four foundational components of the comprehensive program (guidance curriculum, individual planning, responsive services, and systems support) and the three key domains (personal and social skill development, career planning, and academic planning.) Sections include: (1) "Overview of the Guidance Program"; (2) "Connecting the Iowa Initiatives"; (3) "The Process of Change"; (4) "Standards and Benchmarks"; (5) "Counselor Role"; (6) "Program Implementation"; (7) "Evaluation and Assessment"; and (8) "Sample Lesson Design Formats and Templates." (Contains 112 references.) (JDM)

ED 461 780   CG 031 528

Gysbers, Norman, Ed.; Henderson, Patricia, Ed.
Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 248p.; For individual papers, see CG 031 529-548.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Comprehensive Guidance; Cross Cultural Training; Educational Innovation; Educational Testing; Elementary Secondary Education; Empowerment; Evaluation Methods; *Guidance; *Guidance Objectives; Leadership; Leadership Effectiveness; Models; Parent Participation; Program Development; Program Effectiveness; *School Counseling; School Districts; School Guidance; *Theory Practice Relationship

The purpose of this publication is to focus on issues in development and implementation of comprehensive guidance programs. To achieve this purpose a list of 10 of the most important issues was composed. The top 10 issues, in order of frequency of concern of leaders, are: (1) displacement of non-guidance tasks, including school counselors' appropriate role in standardized testing programs; (2) program accountability; (3) accountability for the quality of school counselor performance; (4) program advocacy; (5) leader empowerment; (6) enhancement of an existing comprehensive guidance program; (7) appropriate use of technology; (8) parent involvement, including responding to parents who are critical of the program; (9) program development process; and (10) enhancement of the cross-cultural competence of school counselors. This book includes monographs from 20 authors who helped identify the top issues in comprehensive guidance programs. In these monographs, the authors share specific examples of how they have responded or are responding to some aspect of a particular issue. The book concludes with a discussion of the catalysts for change identified in the monographs. Then, themes are identified that recur in the achievement of successful results.

IDENTIFIERS- Erikson (Erik); Gilligan (Carol); Kohlberg (Lawrence); Piaget (Jean); Super (Donald E)

In this paper, development during the adolescent period is considered from a counseling perspective. Although many of the issues of young adults continue to confront older adults, this paper discusses the issues that are special to this age group. It suggests that the emotional and social domain is best represented by the theory of Erikson, which states that the young adult stage focuses on the need to form significant personal relationships. The intimacy versus isolation dichotomy explained by Erikson represents a well-accepted view of one the major critical issues of this period. The works of Piaget and Arlen are used to discuss cognitive and intellectual development and how the young adult's thinking and learning process change and mature. Super's developmental theory of careers, which stresses the need to establish job stability, is used to describe one of the most important tasks of young adulthood. The moral and ethical domain also undergoes further maturation during the young adult period. Works by both Gilligan and Kohlberg are presented to show how moral thinking changes with age for both males and females. (Contains 15 references.) (JDM)

ED 461 804 CG 031 566

Wolin, Sybil; Desetta, Al; Hefner, Keith
A Leader's Guide to the Struggle To Be Strong: How To Foster Resilience in Teens.
PUB DATE- 00
NOTE- 174p.; Edited by Bonnie Zucker Goldsmith.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Development; *Adolescents; Community Programs; Coping; *Counseling; Counseling Techniques; Creative Writing; Elementary Secondary Education; Group Counseling; Instructional Materials; *Personal Narratives; *Resilience (Personality); *Self Esteem

This guide gives adults specific and practical methods for encouraging youth to identify their strengths and to develop resilience. It links 30 teen stories written in the Youth Communication youth development program with 7 resiliencies identified by Drs. Sybil and Steven Wolin of Project Resilience. The resiliencies of insight, independence, relationships, initiative, creativity, humor, and morality can be learned by all young people. Following an introduction to the resilience-based approach, guidelines are presented on group leadership and how the session plans work. Additional chapters are organized around the seven resiliencies and materials are included on how to lead groups around these themes. Step-by-step instructions are included for conducting activities for each story. The guide can be used in the classroom or as part of social studies, language arts, or life skills curriculum. (JDM)

ED 461 805 CG 031 567

Tobin, Pnina; Kessner, Sue Levinson
Keeping Kids Safe: A Child Sexual Abuse Prevention Manual. Secon Edition.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Cognitive Processes; *Comprehension; Concept Formation; Creative Thinking; *Critical Thinking; Curriculum Design; Curriculum Development; Curriculum Evaluation; Decision Making; Developmental Stages; Elementary Secondary Education; *Problem Solving; *Program Descriptions; Teaching Methods; *Thinking Skills

The major purpose of this book is to rejuvenate the focus on thinking throughout the curriculum. This collection of 85 essays is intended to help educational leaders--teachers, administrators, curriculum workers, staff developers, and teacher educators--infuse curriculum, instruction, and school organization with practices that more fully develop the intellectual potentials of all the organizations' inhabitants. This third and expanded edition (only 10 percent of the material from previous editions was retained) is a compilation of research, practical applications, theory, and international perspectives and is rededicated to the development of a new focus of the pervasive intellect--thoughtful people in all walks of life, people who know how to live in a rational, humane, peaceful, and compassionate relationship with each other and with the environment. Two representative essays from each section are: Section I, The Need To Teach Thinking, "Making America Smarter: The Real Goal of School Reform" (Lauren B. Resnick) and "Thinking Skills for the Information Age" (LeRoy Hay); Section II, Thinking: Building Common Understandings, "Goals for a Critical Thinking Curriculum and Its Assessment" (Robert H. Ennis), and "Thinking Skills: Meanings and Models Revisited" (Barbara Z. Presseisen); Section III, Creating Thought-Full Environments, "Capitalizing on the Invisible Dimension of Organizational Learning" (Geoffrey Caine and Renate Nummela Caine) and "Thoughtful Parenting" (Dee Dickinson); Section IV, Our Changing Perspectives on Thinking, "Our Changing Perspective of Intelligence: Master Architects of the Intellect" (Robin Fogarty) and "Becoming a Constructivist Teacher" (Jacqueline Grennon Brooks and Martin G. Brooks); Section V, Human Variability and Thinking, "A Survey of Thinking and Learning Styles" (Armando Lozano) and "Thinking Styles" (Robert J. Sternberg); Section VI, Thinking across the Curriculum, "Developing a Scope and Sequence for Thinking Skills Instruction" (Barry K. Beyer) and "Teacher as 'Thought-Full' Designer" (Bena Kallick and Marian Leibowitz); Section VII, Thinking in School Subjects, "Mathematics: The Thinking Arena for Problem Solving" (Marcy Cook) and "Improving Thinking Abilities through Reading Instruction" (Cathy Collins Block); Section VIII, Techniques for Teaching Thinking, "Teaching for, of, and about Thinking" (Arthur L. Costa) and "Teacher Behaviors That Enable Student Thinking" (Arthur L. Costa); Section IX, Strategies for Teaching Thinking, "Dialogical and Dialectical Thinking" (Richard W. Paul) and "Concept Development" (Sydelle Seiger-Ehrenberg); Section X, Teaching Thinking through Technology, "Technology and Thinking: The Evolving Relationship" (James M. Wilson, III) and "Thinking in the Information Age" (Gary R. Morrison and Deborah L. Lowther); and Section XI, Assessing Growth in Thinking Abilities, "To Think or Not To Think: Thinking as Measured on State and National Assessments" (Elliott Asp) and "State Exams Flunk Test of Quality Thinking" (Monty Neill). A glossary of thinking terms, a self-evaluation checklist for teachers, a classroom observation checklist, a checklist for evaluating how "thoughtful" a school is, and a checklist for thinking skills programs are attached. A 92-item annotated list of recommended

PUB DATE- 01
NOTE- 210p.; Foreword by Tom Romano.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; *Rhetoric; Secondary Education; *Writing Exercises; *Writing Instruction; *Written Language
IDENTIFIERS- Basic Writers; *Coaching for Improved Teaching; *Guided Practice; Writing Coaches

Coaching is the central activity in the "game" of teaching, and it is an activity that can have a lifetime effect on language learners. This book presents a "coaching approach" to instruction in written language--an approach that is eclectic, pragmatic, synthetic. The approach in the book centers on finding balance--ways of working smarter, not harder--and thus reducing the risk of burnout in teaching. Chapters in the book are intended as resources, not as curriculum sequences. The first chapter discusses the author/educator's work with basic writers and how he came to field test and use sentence-combining exercises. The second chapter provides a research-based rationale for given-language activities and illustrates many activities for connecting such work to instruction in writing and literature. The third chapter explores the issue of error in written language, outlines ideas for securing student involvement, and offers useful methods for teaching proofreading. Other chapters cover everything from paragraphing and "voice lessons" to strategies for peer-response groups, rubrics, self-assessment, and successfully managing the paper load. (Contains 146 references.) (NKA)

ED 461 846 CS 217 767

Tynjala, Paivi, Ed.; Mason, Lucia, Ed.; Lonka, Kirsti, Ed.
Writing as a Learning Tool: Integrating Theory and Practice. Studies in Writing, Volume 7.
PUB DATE- 01
NOTE- 220p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Learning Strategies; *Theory Practice Relationship; *Writing Across the Curriculum; Writing Research
IDENTIFIERS- Science Writing; *Writing Contexts; Writing Tasks; *Writing to Learn

This book, the seventh volume in the Studies in Writing International Series on the Research of Learning and Instruction of Writing, is an account of the current state of using writing as a tool for learning. The book presents psychological and educational foundations of the writing across the curriculum movement and describes writing-to-learn practices implemented at different levels of education, ranging from elementary school to higher education. It also puts the question into the broader context of schooling and the society, including writing and modern technology. The book contains the following essays: "Prologue" (David R. Olson); "Writing as a Learning Tool: An Introduction" (Paivi Tynjala, Lucia Mason, and Kirsti Lonka); "Writing To Learn: One Theory, Two Rationales" (Nancy Nelson); "Writing, Learning and the Development of Expertise in Higher Education" (Paivi Tynjala); "On the Ecology of Classroom Instruction: The Case of Writing practices with standards, gathers together brief articles spotlighting suggestions for effective instruction. The organization and the contents of this book on motivating writing suggest an intriguing profile of how middle school teachers are able to channel the interest and energies of their students into good writing. Most notable is the strong emphasis on experiential learning apparent in the first three sections of the book. The topics of the sections in the book include: emphases on artifacts; self-exploration; real-world writing; and peer editing, self-editing, and revision. These topics do not represent philosophical derivatives but rather help in arranging some of the best teacher-selected materials from the National Council of Teachers of English database into a book that explores motivating middle school students to write. (NKA)

ED 461 868 CS 217 818

Gallagher, Chris W.
Radical Departures: Composition and Progressive Pedagogy. Refiguring English Studies.
PUB DATE- 02
NOTE- 267p.; Project supported by a Summer Research Grant from University of Nebraska-Lincoln Research Council.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Cooperation; Educational History; Elementary Secondary Education; Higher Education; *Progressive Education; *Rhetoric; *Writing Instruction
IDENTIFIERS- Critical Pedagogy; Dewey (John); Progressive Era; *Progressivism

This book addresses some big questions: the current political climate, with its calls for standardized testing and accountability; the uneasy relationships between faculty in English and English education departments; and the (lack of) cooperation between postsecondary compositionists and P-12 language arts teachers. These issues are covered in the book as the ways are traced in which "progressive politics" of one kind or another have played an integral role in how writing has been taught and studied in United States secondary and postsecondary schools. The three chapters in Part I explore competing versions of "progressivism" in composition and rhetoric's past and present: the pedagogical and administrative progressivism of composition's early years (during the Progressive Era of the early 20th century); the recent "conservative restoration"; and contemporary critical pedagogy. Building on these discussions of progressivism, the three chapters in Part II work to reframe and reclaim Deweyan pedagogical progressivism for composition and rhetoric's future, showing how this strand of progressive thinking might help the field develop new, pedagogy-centered understandings and practices of disciplinarity, curriculum, and outreach. Woven in with the main chapters are "intraludes," narrative accounts of the author/educator's work as a writing teacher, scholar, and public school advocate. These narratives illustrate and connect the issues highlighted in each chapter, grounding them in the reality of everyday contexts. (Each chapter includes notes; contains an extensive list of works cited.) (NKA)

ED 461 869 CS 217 819

Profiles of the National Writing Project: Improving Writing and work of others who have contributed to the field. Articles in first issue in this volume include: "The Now of School" (Rochelle Ramay); "Revising Revision: How My Students Transformed Writers' Workshop" (Jan Matsuoka); "A Love of Words: An Interview with Patrice Vecchione" (Roger Bunch); and "Beyond Blank Books and Laptops" (Julia Tucker-Lloyd). Articles in the second issue include: "The Writing Projects and School Reform: A Local Perspective" (Marcie Wolfe); "Syntax at an Early Age: A Mother Challenges the Experts" (Natalie Kramer); "My Perspective: A Response to Syntax at an Early Age" (Melanie Sperling); "Ghetto Ease" (Michael Jackson); "The Parallel Universes of Theory and Practice: One Teacher's Journey" (Beverly Paesano); "Creating Civility: Dialogue Journals in Special Ed Classes" (Elizabeth Anderson); and "In the Midst of Silence" (Kimberly Sloan). Articles the third issue include: "Happy Problems" (Kim Stafford); "Writing from the Feather Circle: Seeking a 'Language of That Different Yield'" (G. Lynn Nelson); "Virtual Reality: Evaluating Online Information" (Holly Littlefield); "Do You Remember Me? Writing Oral Histories with Nursing Home Residents" (Cathie English); and "Teacherless Talk: Impressions from Electronic Literary Conversations" (Elaine Ware and Karen Murar). Articles in the fourth issue of this volume include: "Courage and Voice: The Story of a Young Author and Her Teacher" (Jane H. Talbert); "Strange Students in a Strange Land: An Excerpt from 'A Poem for Every Student'" (Sheryl Lain); "Mi Voz Suena Asi (My Voice Sounds Like This)" (Cathy Carmichael); "Diving with Whales: Five Reasons for Practitioners To Write for Publication" (Grace Hall McEntee); and "Let's Take Another Look at the Fish: The Writing Process as Discovery" (Bob Tierney). (RS)

ED 461 887   CS 217 845

Loofbourrow, Peggy Trump, Ed.; Peterson, Art, Ed.
The Quarterly of the National Writing Project, 1999.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 167p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Grammar; Journal Writing; *Process Approach (Writing); Program Descriptions; Revision (Written Composition); Second Language Learning; *Writing (Composition); *Writing Instruction; Writing Skills; Writing Workshops
IDENTIFIERS- Expressive Writing

Articles in this publication address the writing process, teaching writing, and research on the teaching of writing, and take the form of personal experience or opinion, or explore the work of others who have contributed to the field. Articles in the first issue of this volume include: "From Grief, Poetry: Expressive Writings from the Westside Tragedy" (Robert Lamm); "Adolescent Writing Paragraph by Paragraph" (Bonnie Faiman); "Personal Memory and Fictional Character" (Kim Stafford); "Sustaining Urgency" (Jan Isenhour); "Everyday Wordcraft" (Helen Collins Sitler); "Grammar...Again" (Edwin Epps); "Teaching Grammar in Context: One Approach" (Harriet Williams); and "Smartboards and Other Smart Solutions to Computer Access" (Patricia Fitzsimmons-Hunter and Charles Moran). Articles in the second issue include: "They Will Choose To Learn: An Alternative to the Lock-Step Classroom" (Jon Appleby); "Just Give Me a Chance" (Richard Mann); "Four Principles Toward Teaching the Craft of Revision" (Mark Farrington); "Teaching administrative operations to free up resources for instruction. The chapter also examines the relationship between school inputs and student outcomes and surveys the use of technology in the classroom. Chapter 2 describes the relationship between time and student achievement. Methods of using community and business volunteers, parents, and peers to assist students are discussed in the third chapter. The fourth chapter is concerned with instructional strategies that promote learning, including ways of meeting students' needs, targeting student populations, and improving teaching methods. The final chapter discusses policies favoring student learning at the state, district, and school levels. A condensed version of the bulletin is included. (Contains 84 references.) (LMI)

ED 461 909 EA 027 521

Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations for Fiscal Year 1996. Hearings before a Subcommittee of the Committee on Appropriations on H.R. 2127. United States Senate, One Hundred Fourth Congress, First Session.
PUB DATE- 96
NOTE- 605p.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgets; *Educational Improvement; Elementary Secondary Education; *Federal Government; Federal Legislation; Federal Regulation; *Finance Reform; Health Services; Hearings; Higher Education; Instructional Effectiveness; *Labor Force Development; Politics of Education; *Social Services
IDENTIFIERS- *Congress 104th

This document contains proceedings of Senate hearings before a subcommittee of the Committee on Appropriations on H.R. 2127, an act making appropriations for the Departments of Labor, Health and Human Services, Education, and other related agencies for the fiscal year ending September 30, 1996. The document contains testimonies, answers to committee questions, and prepared statements from: Robert Reich, Secretary of Labor; Donna Shalala, Secretary of Health and Human Services; Richard Riley, Secretary of Education; Harold Varmus, Director of the National Institutes of Health; and representatives from other federal agencies. Secretary Riley's testimony includes comments on proposed revisions from Department of Education Programs, the streamlining of Department services and functions, the features of the 1996 budget request, standards-based reform, and preparing students to work in the Information Age. A subject index and list of witnesses, communications, and prepared statements are included. (LMI)

ED 461 910 EA 028 055

Crashworthiness of Small Poststandard School Buses: Safety Study.
PUB DATE- 89
NOTE- 243p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accidents; *Bus Transportation; *Design Requirements; Elementary Secondary Education; Federal Regulation; Injuries; *School Buses; *School Safety; *Standards; Student Transportation

In 1977, a series of Federal Motor Vehicle Safety Standards (FMVSS) for school buses became effective, mandating different

Groups in Schools.
PUB DATE- 02
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; *Decision Making; *Discussion Groups; Elementary Secondary Education; *Focus Groups; *Problem Solving; Qualitative Research; Research Methodology

This book is a guide is for school practitioners who want to know more about planning and conducting focus groups as an aid to decision-making. It emphasizes practical and cost-effective ways to ensure accurate results. After defining the focus group, chapter 1 offers ways focus groups can be used in schools and reasons for using them. Chapter 2 discusses guidelines for selecting a moderator. Chapter 3 explains how to clarify the purpose of the focus group. Chapter 4 explains how to determine which participants to include in the focus groups. Chapter 5 examines strategies for scheduling the number, location, and duration of the focus groups. Chapter 6 considers choices about recording the discussion, remunerating participants, asking for participant releases, and having an advance organizer. Chapter 7 covers all aspects of recruiting participants. Chapter 8 examines the protocol for conducting the focus groups. Chapter 9 contains guidelines for moderating the group. Chapter 10 discusses the analysis of information gained and the writing of reports. Each chapter offers examples from past focus groups and reproducible checklists of activities that must be completed, as well as samples of forms, letters, and lists. Many topics are accompanied by a summary of differing opinions from the literature. (Contains 35 references.) (RKJ)

ED 461 928 EA 031 521

Hudson, Martha B.; Williamson, Ronald D.
Human Perspectives on High Stakes Accountability Systems: How Preparation Programs Respond.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Jacksonville, FL, November 1-4, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Educational Assessment; Elementary Secondary Education; *Evaluation Criteria; *High Stakes Tests

With the current demands for greater accountability, schools must often choose between short-term responses that lead to improved scores or longer-term efforts to build student achievement and ensure quality teaching. This paper considers ways in which the arguments on either side of this issue manifest themselves in particular schools. The emphasis is on context, the specifics that give meaning to data. For 4 years, a school-leader preparation program has been examined which has been undergoing major reforms to align with state and national standards, including the implementation of a national licensure exam. A naturalistic inquiry was designed to rely heavily on the students' opinions as one measure of the impact of program pullout, in-class, add-on, and replacement programs. These models have elements that differentiate the educational experience of Title I students to varying degrees and in different ways. Research was done to explore the nature of Title I organization differentiation; relationships between organization differentiation and educational opportunity, classroom social/educational environment, and student psychological status; and the relationship between organizational differentiation and student achievement. Statistical results on a sample population of 12,012 students nationwide in grades 1, 3, and 7 for the 1992-93 school year revealed substantial uncertainty about organizational differentiation and its effects on student learning opportunities. There is lack of compelling evidence about the effectiveness of Title I programs and little consensus about which Title I program models hold the most promise for improving student achievement. Title I pullout programming was generally associated with reduced learning opportunities. There were inconsistent relationships between organizational differentiation and student psychological status and classroom environment ratings. The lack of evidence for the effectiveness of particular Title I programs and instructional models underlines the importance of continued research in this area. (RT)

ED 461 948 EC 303 657

Gubbins, E. Jean, Ed.; Siegle, Del L., Ed.
The National Research Center on the Gifted and Talented (NRC/GT) Newsletter, June 1991-Winter 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 244p.; A complete run of 15 issues from its inception. Published biannually. The Fall 1995 issue is not available from ERIC. Previous isolated issues appear as ED 343 331 (June-November 1991), ED 388 026 (Fall 1994-Spring 1995), and ED 437 778 (Winter-Spring 1996).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Ability Identification; Black Students; Curriculum; *Educational Practices; Elementary Secondary Education; Females; *Gifted; Intervention; Males; Minority Groups; Special Education; *Student Evaluation; *Talent
IDENTIFIERS- African Americans

These 15 newsletters from the National Research Center on the Gifted and Talented (NRC/GT) contain the following articles: (1) "National Research Needs Assessment Process" (Brian D. Reid); (2) "NRC/GT: Update of Year 2 Activities" (E. Jean Gubbins); (3) "Parents: Their Impact on Gifted Adolescents" (Julie L. Sherman); (4) "Cluster Grouping Fact Sheet: How To Provide Full-Time Services for Gifted Students on Existing Budgets" (Susan Winebrenner and Barbara Devlin); (5) "'But You're a Man!!!' Exploring the Role of Identification in Role Model and/or Mentor Relationships" (Jonathan Plucker); (6) "Thinking Skills in the Regular Classroom" (Deborah E. Burns); (7) "Dynamic Assessment and Its Use with High Ability Students" (Robert J. Kirschenbaum); (8) "When 'Differentiated' Becomes Disconnected from Curriculum" (E. Jean Gubbins); (9) "Changing the Way We Perceive 'Creativity'" (Jonathan A. Plucker); (10) "Examining a Tool for Assessing Multiple Intelligences" (Cheryll M. Adams and Carolyn M. Callahan); (11) "Gender Differences between Student and Teacher Perceptions of Ability of the report address the following topics: types of protection under ADA; employment discrimination in the schools (summarizing court cases related to contagious diseases, physical disabilities, mental disabilities, and disability harassment); and avoiding potential liability. Schools are urged to keep adequate documentation concerning employment decisions, use of written job descriptions, and development of written policies concerning such issues as contagious diseases and acceptable and unacceptable interview questions. (Contains 18 references.) (DB)

ED 461 967 EC 308 818

Pirofski, Kira Isak
Disability Narratives and Images in Children's Magazines Pre- and Post-PL 94-142.
PUB DATE- 01
NOTE- 64p.; Masters Thesis, San Jose State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Attitude Change; Childrens Literature; Content Analysis; *Disabilities; *Educational Legislation; Mass Media; *Public Opinion
IDENTIFIERS- *Education for All Handicapped Children Act; Highlights for Children; Individuals with Disabilities Education Act; Sesame Street

This study examined the quantity and quality of narratives and graphics concerned with disability in children's magazines prior to and after Public Law 94-142, the Education of All Handicapped Children Act, enacted in 1975. Content analysis was conducted on "Highlights for Children," selected for its longevity and wide circulation and "Sesame Street," seen as a trend-setter and opinion maker due to its connections with many aspects of child-oriented mass media. "Highlights" issues from 1961 through 1990 were reviewed; "Sesame Street" was reviewed from 1976 through 1999. "Highlights" articles were categorized as either "traditional" or "progressive." Statistical analysis showed a tendency toward more disability stories of the "traditional" type in "Highlights" prior to P.L. 94-142 and more "progressive" articles thereafter. Analysis of disability graphics in "Sesame Street" showed more "token" disability illustrations after 1990 but more "significant" disability photos before 1990. Contrary to expectations, "Highlights" published slightly more disability-related stories before the law than after, suggesting that the magazine's agenda-setting did not change as a result of the law, whereas "Sesame Street" showed the expected pattern of more attention to disability immediately following the law with diminishing attention as time progressed. (Contains 125 references.) (DB)

ED 461 968 EC 308 819

Jorgensen, Cheryl M.
"The Inclusion Facilitator Training Program": Personnel Preparation To Serve Children with Low-Incidence Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Development
IDENTIFIERS- *Chants; Repetition (Language); *Total Physical Response

Several teaching methods aid young children in learning forei languages, all of which include continuous repetition and review of learned information. The two methods used in this study were Total Physical Response (TPR) and songs/chants. The TPR method used a gesture for each vocabulary card, and the songs/chants method incorporated Spanish vocabulary words into a rhythm, rhyme, or song. Over 6 weeks, 20 kindergarten students were taught Spanish vocabulary using these methods. Students were taught in groups of 4 or 5 for 20 minutes twice each week. In each session, up to eight new vocabulary words were presented. During the first 3 weeks, the TPR method was used. During the second 3 weeks, the songs/chants method was used. Students were given a test during the third week of each treatment period. The tests examined recognition of Spanish vocabulary. The study compared differences in vocabulary recognition of students taught Spanish using the two methods. Comparison of the test scores found no significant differences between teaching methods. Three appendixes include a letter of approval from the participating schools, parent approval forms, and an example of Spanish vocabulary test items. (Contains 22 references.) (SM)

ED 461 988 FL 027 134

Alatis, James E., Ed.; Tan, Ai-Hui, Ed.
Language in Our Time: Bilingual Education and Official English, Ebonics and Standardized English, Immigration, and the Unz Initiative. Georgetown University Round Table on Languages an Linguistics (Washington, DC, May 6-8, 1999).
PUB DATE- 01
NOTE- 431p.; Produced by the Department of Linguistics, Georgetown University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Acculturation; Adult Learning; Asian Americans; *Bilingual Education; Bilingualism; Black Dialects; Blacks; Elementary Secondary Education; Federal Government; Foreign Countries; Immigrants; Intellectual Property; Language Maintenance; Language Proficiency; Languag Skills; *Limited English Speaking; Literacy Education; Mass Media; Multilingualism; Multiple Choice Tests; Mythology; Politics of Education; *Second Language Learning; Sociocultur Patterns; Student Evaluation
IDENTIFIERS- California; European Union; Foreign Service Institute DC; Israel; Language Policy; Peace Corps; South Asi Languages; World English

This collection of papers includes the following: "Introducti to the Volume" (James E. Alatis); "Adults Learning To Read in a Second Script: What We've Learned" (David L. Red); "Trends in Peace Corps Volunteer Language Proficiency" (Margaret E. Malone); "Evidence for the Greater Ease of Use of the ILR Language Skill Level Descriptions for Speaking" (Pardee Lowe, Jr.); "Bringing Learning Strategies to the Student: The FSI Language Learning Consultation Service" (Madeline Ehrman); "Can You Beat Guessing in Multiple-Choice Testing?" (Beth A. Mackey); "Lessons Learned from Fifty Years of Theory and Practice in Government Language Teaching" (Frederick H. Jackson, Marsha A. Kaplan); "Analysis of Texts and Critique of Judgment" (James R. Child); "Paved with Good Intentions: Words of Advice for the Rocky Road of Bureaucratic Language" (Roger practical orthography, highlighting the crucial differences between practical and technical orthography used in some linguistic publications. Three stages of Tanacross orthography are exemplified in research from the 1980s. A fourth stage is a hybrid of the second and third stages, incorporating the vowel system and tri-graph dental affricates of the third stage but without distinguishing semi-voiced fricatives with underscore. A fifth stage, exemplified in publications of the Yukon Native Language Centre, adds five types of vowel tone markings. This system recognizes three distinctions in fricative voicing. The vowel system uses five vowel symbols to represent six phonemic vowels. Each vowel symbol may occur alone or in a sequence of identical symbols. Tone is marked on vowels using a diacritic. Low tone syllables are not marked for tone. Only the first of a sequence of orthographic vowels is marked for tone. Nasalization is marked with the Americanist nasal hook. Both vowels of a vowel sequence are marked with the nasal hook if the vowel is nasalized. Glottal stop is not written in word-initial position. Words spelled with an initial vowel actually begin with a glottal stop. (SM)

ED 462 007 FL 027 157

Kiraz, George Anton
Computational Nonlinear Morphology with Emphasis on Semitic Languages. Studies in Natural Language Processing.
PUB DATE- 01
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Arabic; *Computational Linguistics; *Language Processing; *Morphology (Languages); Phonology; *Semitic Languages; Uncommonly Taught Languages
IDENTIFIERS- *Automata Models

This book presents a tractable computational model that can cope with complex morphological operations, especially in Semitic languages, and less complex morphological systems present in Western languages. It outlines a new generalized regular rewrite rule system that uses multiple finite-state automata to cater to root-and-pattern morphology, infixation, circumfixation, and other complex operations such as the broken plural derivation problem found in Arabic and Ethiopic. Chapter 1, "Introduction," introduces linguistic, computational, and Semitic preliminaries. Chapter 2, "Survey of Semitic Nonlinear Morphology," introduces Semitic root-and-pattern morphology, emphasizing Arabic. Chapter 3, "Survey of Finite-State Morphology," discusses finite-state morphology and two-level formalisms. Chapter 4, "Survey of Semitic Computational Morphology," describes previous proposals for handling Semitic morphology computationally. Chapter 5, "A Multitier Nonlinear Model," outlines a new computational morphology model made of three compounds. Chapter 6, "Modeling Semitic Nonlinear Morphology," demonstrates how nonlinear morphological problems can be handled under one new model, noting practical issues that arise when developing Semantic morphology. Chapter 7, "Compilation into Multitape Automata," shows how lexica and rules are compiled into multitape finite-state automata or transducers. Chapter 8 offers "Conclusion." (Contains 103 references.) (SM)

ED 462 008 FL 027 158

information and materials used in the study. (Contains 3 figures, 16 tables, and 11 references.) (SLD)

ED 462 028 HE 034 641

Roth, Andrew P.
Saving for College & the Tax Code: A New Spin on the "Who Pays for Higher Education?" Debate. Studies in Higher Education Dissertation Series.
PUB DATE- 01
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Higher Education; *Paying for College; Program Development; Program Implementation; *State Programs; *Taxes
IDENTIFIERS- Savings; *Tuition Savings Plans

This book documents the rise of tax-advantaged college savings plans and analyzes the rhetoric surrounding each state's program adoption to understand what such programs really mean. The book concludes with a Best Practices description of the ideal tax-advantaged college savings plan that maximizes public responsibility to pay for higher education. The chapters are: (1) "Introduction: 'Who Pays for Higher Education?'"; (2) "Context: College Affordability, the 'Public-versus-Private Responsibility' Debate, and College Savings and the Tax Code"; (3) "Tax-advantaged College Saving Plans: Concepts & Definitions, Origins & Growth"; (4) "Tax-advantaged College Savings Plans: The National Landscape"; (5) "Pennsylvania's 'Tuition Account Program': A Study in Miniature"; (6) "'Talk & Action:' A Rhetorical and Behavioral Analysis of the National Landscape of Tax-advantaged College Savings Plans"; and (7) "Conclusion: The Ambiguity of 'Publicness'." Appendixes contain the 50-state taxonomy of plans, state profiles, and a survey of Pennsylvania financial aid directors. (Contains 3 figures, 22 tables, and 604 references.) (SLD)

ED 462 029 HE 034 642

Maurrasse, David J.
Beyond the Campus: How Colleges and Universities Form Partnerships with Their Communities.
PUB DATE- 01
NOTE- 214p.; "Foreword by Angela Glover Blackwell."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Higher Education; *Partnerships in Education; Program Descriptions; *School Business Relationship; School Community Relationship

Through an in-depth study of four schools, this book explores college-community partnerships. The case studies of the University of Pennsylvania, San Francisco State University, Xavier University, and Hostos Community College show how business and the university can work together for the good of the community. The chapters are: (1) "The Mission of Higher Education"; (2) "Have Ivory Tower, Will Travel: The University of Pennsylvania and West Philadelphia"; (3) "Living Up to a People's University: San Francisco State University and the City of San Francisco"; (4) "Community in the Roots: Xavier University and New Orleans"; (5) "Just Getting By: Hostos Community College and the South Bronx"; and (6) "Comparisons and Conclusions." An appendix lists the people interviewed for

Evolution of Dynamic Policies for Equity: Emerging Paradigms for Policy Change" (Beverly Lindsay, Manuel J. Justiz, and Marilyn C. Kameen). Each chapter contains references. (Contains 9 tables and 14 figures.) (SLD)

ED 462 049 HE 034 674

Nidiffer, Jana, Ed.; Bashaw, Carolyn Terry, Ed.
Women Administrators in Higher Education: Historical and Contemporary Perspectives. SUNY Series, Frontiers in Education
PUB DATE- 01
NOTE- 299p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Deans; *Administrator Role; *Administrators; *Educational History; *Females; Higher Education; Instructional Leadership

The chapters in this collection provide the history of women administrators in higher education and explore a number of current topics, including the controversies surrounding women's education, the contributions of female college presidents, the growth and development of deans of women, and the dilemmas faced by many women administrators. Following an introductory essay, "Quiet Inspiration and Hard Work: The Impact of Women Administrators by Jana Nidiffer and Carolyn Terry Bashaw, part 1, Historical Background, provides "Crumbs from the Boy's Table: The First Century of Coeducation" (Jana Nidiffer). Part 2, Academic and Institutional Leadership, contains: (2) "Patterns of Leadership: The Impact of Female Authority in Four Women's Colleges, 1880-1910" (Cynthia Farr Brown); (3) "Determination in Leadership: Pioneering Roman Catholic Women Presidents" (Candace Introcaso); (4) "At the Top of the Faculty: Women as Chief Academic Officers" (Karen Doyle Walton and Sharon A. McDade); and (5) "New Leadership for a New Century: Womens Contribution to Leadership in Higher Education" (Jana Nidiffer). Part 3, Changing Lives: Women as Managers, Mentors, Guardians, and Healers, contains: (6) "Advocates on Campus: Deans of Women Create a New Profession" (Jana Nidiffer); (7) "'Reassessment and Redefinition': The NAWDC and Higher Education for Women" (Carolyn Terry Bashaw); (8) "Agents of Social Control: The Role of Physical Educators as Guardians of Womens Health, 1860-1960" (Joan Paul); (9) "'Let Her Swim, Climb Mountain Peaks': Self-Sacrifice and Success in Expanding Athletic Programs for Women" (Linda Jean Carpenter and R. Vivian Acosta); (10) "Contemporary Issues of Women as Senior Student Affairs Officers" (Susan R. Jones and Susan R. Komives); and (11) "'To Serve the Needs of Women': The AAUW, NAWDC, and Persistence of Academic Women's Support Networks" (Carolyn Terry Bashaw). Carolyn Terry Bashaw and Jana Nidiffer conclude with "Women Administrators in Higher Education Today and in the Future." Each chapter contains references. (SLD)

ED 462 050 HE 034 675

Trowler, Paul R., Ed.
Higher Education Policy and Institutional Change: Intentions and Outcomes in Turbulent Environments.
PUB DATE- 02
NOTE- 166p.; Published by both the Society for Research into Higher Education and Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)

devoted to the five components of every computer application: hardware, software, staff development, facilities, and finances. This section is designed to provide practical information on evaluating and implementing these components. Each chapter concludes with key concepts and questions, suggested activities, and/or case studies. Appendices include basic concepts of computer technology, educational leader competencies, instructional software evaluation factors, and a glossary. (MES)

ED 462 069 IR 021 026

Logan, Debra Kay; Beuselinck, Cynthia
K-12 Web Pages: Planning & Publishing Excellent School Web Sites. Professional Growth Series R .
PUB DATE- 02
NOTE- 180p.; A publication of The Book Report & Library Talk.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Uses in Education; Copyrights; *Design Preferences; *Educational Planning; Elementary Secondary Education; Technology Planning; *World Wide Web
IDENTIFIERS- *Web Site Design; *Web Sites

This book is a guide for educators on planning an educational World Wide Web site. The book contains the following chapters: (1) "Why Create School & Educational Web Sites?" including community connections, partnerships with parents, linking to learners and learning, and engaging educators; (2) "How To Get from Idea to Web Site: Beginning Steps," including the Web planning team, informed decision-making, and copyright, support, and technical considerations; (3) "Possible Pages...What Goes on an Educational Web Site?" including content and type of pages (e.g., informative, curricular, showcase, and revenue generation); (4) "Blueprints for a Firm Foundation: Publishing Guidelines and Policies," including design and technical guidelines, content guidelines, commercial content, safety and liability guidelines, responsibilities guidelines, keeping the guidelines and policies current, and adding disclaimers; (5) "Copyright Issues and the Web," including taking steps to protect school districts and Web sites; (6) "Gathering Resources...Just Who Is Needed?" including responsibility for training, security, policy and guidelines, content, uploading, and growth and future planning; (7) "Technical Considerations," including finding a host, selecting software, understanding space allocations, organizing and naming files and folders, loading restrictions, and linking, moving, and removing pages; (8) "Making It Real: From Goals to Content," including making a plan, and collecting and creating content; (9) "What Makes a Well-Designed Educational Web Site?" including assuring access, functional formats, and creating content; and (10) "The Never-Ending Journey," including promotion, education, evaluation, maintenance, and revision. Appendices include Web planning and check sheets and lists of resources. (Contains a glossary and an index. Contains 106 references.) (MES)

ED 462 070 IR 021 029

Heide, Ann; Henderson, Dale
Active Learning in the Digital Age Classroom.

earned a bachelor's degree or higher; (6) 55% of students are female, and 45% are male, which compares well with the nationwide trend; (7) 72% of students are white, 14% are Hispanic, 1% are African American, and 3% are Asian; (8) an increase of students in the other/undeclared ethnic category occurred at each campus--this was most pronounced at the Arroyo Grande center, where the percentage almost doubled from last year (7% in 2000 to 12% in 2001); and (9) 21% of students are age 20-21, 15% are 19, and 10% are 31-40. Appended are enrollment histories, local residency statistics, regional enrollment comparisons, and a glossary of terms. (Contains 21 tables and 31 figures.) (NB)

ED 462 088　　　　JC 020 149

A Brief Synopsis of the Salient Findings in the Latest "System Performance on Partnership for Excellence Goals" Report (April 2001).
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; *Basic Skills; *College Transfer Students; Community Colleges; Curriculum Development; Education Work Relationship; Educational Assessment; Governance; *Institutional Mission; *Organizational Objectives; Outcomes of Education; Two Year Colleges
IDENTIFIERS- California Community Colleges; *Cuesta College CA

This document is an overview of the results of the statewide Partnership for Excellence (PFE) program at Cuesta College (California). The PFE program is designed to improve the performance and services of the 108 California community colleges. The PFE program emphasizes five main goals for Cuesta: (1) an increase from 55,149 in 1998-99 to 78,582 by 2005-06 in the number of students who transferred from community colleges to baccalaureate institutions; (2) an increase from 84,179 in 1995-96 to 116,054 in 2005-06 in the number of degrees and certificates awarded; (3) an increase in the rate of successful course completions from 68.33% in 1995-96 to 70.8% in 2005-06 for transferable courses; (4) an increase from 16,810 in 1995-96 to 24,599 in 2005-06 in the number of successfully completed apprenticeship courses; and (5) an increase from 108,566 for the 1995-98 cohort to 150,754 by 2005-06 in the number of students completing coursework at least one level above their prior basic skills enrollment. Cuesta has already exceeded its goal of 820 Associate of Arts and/or Associate of Science degrees awarded, but the number of certificates awarded suffered a sharp decrease (from 448 to 127). This is most likely due to a format change in the way the California Community Colleges Chancellor's Office categorizes the number of certificates awarded. (Contains 42 tables.) (MKF)

ED 462 089　　　　JC 020 154

Gonzalez, Gaspar
Fear and Loathing in "la Escuela."
PUB DATE- 01
NOTE- 16p.; Originally published by Miami New Times (December 6, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

quarter GPA. Includes 20 tables and 4 appendices of data analysis and findings. (KP)

ED 462 108 JC 020 176

Graduate Assessment Survey Report, 2000-2001.
PUB DATE- 01
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ancillary School Services; Community Colleges; *Educational Assessment; *Educational Environment; *Participan Satisfaction; Self Evaluation (Groups); *Student Attitudes; *Student College Relationship; Student Personnel Services; Student Surveys; Two Year Colleges
IDENTIFIERS- *Santa Fe Community College FL

This report presents the 2000-2001 results of Santa Fe Communi College's (SFCC) (Florida) annual survey of outgoing students' opinions and perceptions of their educational experiences and institutional services. Responses were received from 2,397 students, all of whom were candidates for graduation in associate and certificate programs. The 10 most positive responses and the corresponding percentage of students indicating "good" to "very good" were class size (92%), overall classroom environment (89%), printed course schedule (86.7%), printed college catalog (84.8%), computer labs (85%), records (83%), online course schedule (82%), instructor help (82%), admissions (81%), and spring/fall arts festivals (80%). The 10 most negative responses and the corresponding percentage of students indicating "poor" to "very poor" were: campus parking (43%), academic advisement (14%), campus lighting (14%), personal counseling (10%), career planning (10%), voice in college policy (10%), intramurals (10%), financial aid (10%), police assistance (9%), and interest/social clubs (8%). An examination of student responses to all of the survey questions is divided into educational experience (which includes classroom, courses, instructors, academic resources, overall college atmosphere and cultural atmosphere) and ratings of the quality of services offered at SFCC (which includes student services, the assessment center, academic and personal counseling, student activities, and personal safety). (KP)

ED 462 109 JC 020 177

Institutional Accountability Report, 2000.
PUB DATE- 01
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Community Colleges; Cost Effectiveness; *Educational Assessment; *Efficiency; Grade Point Average; Organizational Objectives; *Performance; Productivity; Remedial Programs; *School Effectiveness; School Holding Power; Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *Santa Fe Community College FL

This document discusses Santa Fe Community College's (SFCC) (Florida) five accountability measures. The type of data available provided on these measures is as follows: (1) District High School Enrollment Report and Retention and Success Rate Report; (2) Associate of Arts Degree Transfer Performance in the State University System; (3) Licensure Passing Rate Report and Vocational Program Placement Report;

District and College Baseline Data for 1997-98, 1998-99, and 1999-00.
PUB DATE- 01
NOTE- 36p.; Prepared by the Research and Planning Unit of the Policy, Planning, and External Affairs Division, Chancellor's Office, California Community Colleges. For full text: http://www.cccc.edu/divisions/tris/rp/rp doc/district perf p goals 2001online.doc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; *Community Colleges; Cooperative Programs; Educational Improvement; Educational Objectives; Financial Support; *Institutional Cooperation; *Organizational Objectives; *Partnerships in Education; Transfer Policy; *Transfer Rates (College); Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report from the Chancellor's Office of California Communi Colleges (CCC) is the third in a series of reports that present systemwide, district- and college-level Management Information System (MIS) baseline information specific to the systemwide Partnership for Excellence performance goals. This report presents information for 2 fiscal periods, 1998-1999 and 1999-2000. The primary purpose of this report is to convey data contained in the MIS on systemwide, district, and college performance related to the five performance goals. Highlights of the report are included in the Statewide Progress Report on Partnership Goals section, which reports a decrease in transfer-prepared students from 107,980 in 1998-99 to 96,501 in 1999-2000. The goal is to increase the number of transfer-prepared students by 27% between 1997-98 and 2005-06 (from 106,951 to 135,935 students). A transfer-prepared student is defined as one who earned, within a 6-year period, 56 transferable units while maintaining a minimum G.P.A. of 2.00. The paper also states the goal of increasing actual transfers to baccalaureate institutions from 55,149 in 1997-98 to 78,582 by 2005-06. In addition, the Chancellor's Office has recently undertaken two longitudinal data-matching efforts in the transfer area. The first involves both the University of California System and the California State University System in tracking cohorts of CCC students into their institutions. The second effort focuses on matching CCC students with the National Student Loan Clearinghouse database. Appended are: the Partnership for Excellence goal statement; chaptered legislation on Partnership for Excellence; statewide percent change/improvement needed to achieve Partnership for Excellence goals by fiscal year 2005-2006; and the Partnership for Excellence goal specifications. (NB)

ED 462 130 JC 020 199

Cuseo, Joe
The Transfer Transition: Student Advancement from 2-Year to 4-Year Institutions.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTORS- Access to Education; *Articulation (Education); *College Transfer Students; *Community Colleges; Educational Mobility; Financial Support; Higher Education; *Student

studies and describes variations among the studies. Section 4 discusses findings and makes recommendations for further study. Section 5 examines the implications of the findings for employers, child care providers, businesses, and policymakers. The primary data sources included subsidy records maintained by child care managing agencies, parent interviews with counselors, and overall employment data. Among the major findings of the studies are the following: (1) the retail and services industries employ the majority of subsidy-receiving workers; (2) the retail industry is the most common employer in each geographic area; (3) industries that are broadly classified as services industries are the second most common employers; (4) the employment pattern of subsidy-recipients and that of the overall labor force are quite different; and (5) local labor market conditions determine the size and importance of industries other than retail and services industries. Six appendices include lists of funding and data sources, additional data tables, standard industrial classification codes, North American industry classification system codes, and a guidebook to help other communities and states replicate the study. (Contains 12 references.) (KB)

ED 462 150 PS 030 070

Washington, Joyce A.
Preschool Progress District Report Summary, Fall 2001.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Child Health; Cognitive Development; Evaluation Methods; Motor Development; *Preschool Children; Preschool Education; *Skills; Social Development; Student Development; *Student Evaluation; Tables (Data)
IDENTIFIERS- *Detroit Public Schools MI

In an effort to provide on a continuous basis information on the growth and development of Detroit's preschool students, a procedure for "Preschool Progress Reports" was implemented. The procedure requires teachers to record classroom observations of all students' skills three times during the school year on preprinted scan sheets, which are then returned to a central office for processing. Skills are measured in four major categories: social/emotional development; physical development (gross motor skills and fine motor skills); health, safety, and nutrition; and cognitive development. Schools receive two copies of progress reports for each student, one to place in his or her portfolio and one for parents. This study analyzed results from October 2001 progress reports. The study found that over 50 percent of students were rated regularly in 28 of 58 observed behaviors. A majority of students attained the highest ratings in social/emotional development, gross motor skills, and health, safety, and nutrition. Fine motor skills and cognitive development were areas in which the most students were least likely to receive the highest rating. (Appendices present data tables and figures for each of the skills.) (EV)

ED 462 151 PS 030 071

Joyce, Erin; Stoneburner, Chris; Wachtel, Mary
Ohio's Appalachian Children with County Factsheets.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01

Lillemyr, Ole Fredrik; Fagerli, Oddvar; Sobstad, Frode
A Global Perspective on Early Childhood Care and Education: A Proposed Model. Action Research in Family and Early Childhood. UNESCO Education Sector Monograph.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; Children; Childrens Rights; *Early Childhood Education; Educational Cooperation; Educational Philosophy; *Holistic Approach; Integrated Curriculum; *Models; Play; Theory Practice Relationship
IDENTIFIERS- Play Learning

This monograph describes an alternative model for early childhood care and education involving a complex and integrated system that allows for more collaboration among early childhood care and education activities. The model, with its emphasis on values in all educational practices, is intended to promote a more global and total approach to children's development and hence avoid professional fragmentation. Following a foreword on UNESCO's early childhood initiatives and an introduction, the document discusses: (1) the model's definitions and main perspectives (including value-based theory and practice, a holistic rather than fragmented approach, and a more open educational system); (2) value principles for the model (the Universal Declaration of Human Rights, democracy, multiculturalism, ethical responsibility and accountability, the value of play, and a new professionalism); (3) the issues of play, learning, and development (including children's play as a foundation, the importance of children's play in education, consequences for our understanding of learning, and varied forms of play); (4) details of the proposed model; and (5) developing early childhood education theory. (Contains 18 references.) (EV)

ED 462 173 PS 030 110

Pollard, Elizabeth L.; Davidson, Lucy
Foundations of Child Well-Being. Action Research in Family and Early Childhood. UNESCO Education Sector Monograph.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Advocacy; Child Development; Child Health; Child Welfare; Childhood Needs; *Children; Cognitive Development; Emotional Development; *Holistic Approach; Intervention; Literature Reviews; Physical Development; Social Development; Social Indicators; *Well Being

This monograph from the Center for Child Well-Being, looks at children's well-being holistically, integrating physical, cognitive, and social-emotional dimensions. The monograph begins by identifying elements of child well-being and then reviews the literature on well-being, describing foundational elements in physical, social-emotional, and cognitive well-being and their interrelationships. With these elements in mind, the monograph then discusses scientific implications and next steps in their application to child health and development (these include producing a governing framework, enhancing

WI.
PUB DATE- 01
NOTE- 42p.; Developed by the Action Team of the Wisconsin Early Childhood Collaborating Partners (WECCP). Also funded by the IDEA Preschool Discretionary Statewide Initiative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (14
DESCRIPTORS- *Agency Cooperation; *Cooperation; *Day Care; *Delivery Systems; *Early Childhood Education; Financial Support; Models; Program Descriptions; *Public Policy; State Programs
IDENTIFIERS- Project Head Start; *Wisconsin

The Wisconsin Early Childhood Collaborating Partners (WECCP) grassroots effort providing leadership and guidance to state agencies and local organizations in facilitating the development and implementation of a plan to permit every child and family in Wisconsin access to a blended, comprehensive delivery system for high quality early childhood education and care. This report outlines WECCP activities and collaborative accomplishments, identifies deficiencies in the current service delivery system, and highlights opportunities for action. Following introductory remarks, the report presents a rationale for focusing attention on the quality of early childhood education and care, emphasizing research supporting collaboration and public investment in children. A narrative recounting events in one day of a child's life illustrates the confusing nature of the current system for early childhood education and care. The report next describes early childhood settings and their confused funding streams, providing an overview of several major programs related to child care, Head Start, public education, and children with special needs. Also presented is the vision of the WECCP for forging public policy providing infrastructure for a comprehensive early childhood system. This vision addresses four areas: (1) public policy, structure, and family economics; (2) equity, access, and families as consumers; (3) quality services for all children; and (4) professional development. The report then details achievements of the WECCP and their partners, which include success-building efforts in five major areas: community development, professional development, leadership development, service delivery, and network development. Opportunities for promoting the WECCP vision are then delineated for government, early childhood associations, communities, existing early childhood programs, business and civic groups, higher education, and parents or family members. The report's two appendices contain 12 references and the endorsing partners of the WECCP. (KB)

ED 462 191 PS 030 149

Diversity and Opportunity: Children Leading the Way. Trends in the Well-Being of Iowa Children, 1980-1999.
SPONS. AGENCY- Iowa Kids Count Initiative, Des Moines.
PUB DATE- 01
NOTE- 133p.; For a related Iowa Kids Count document, see ED 428 854.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptiv (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children;

Washington, DC. Office of Migrant Education.
PUB DATE- 95
NOTE- 56p.; Paper presented at the National Migrant Education Conference (Boston, MA, March 28, 1995). Contains some light and broken type.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; College Preparation; *Dropout Prevention; Dropout Programs; Educational Objectives; Elementary Secondary Education; *Enrollment; *Migrant Education; *Parent Participation; Preschool Education; Profiles; Program Descriptions; *Summer Programs; Supplementary Education
IDENTIFIERS- Migrant Education Program; *Pajaro Valley Unified School District CA

The Region XI Migrant Education Program, Pajaro Valley Unified School District (Watsonville, CA) serves approximately 6,300 students during the regular school year and 4,400 students during the summer. Virtually all students are Hispanics, and 47 percent are currently migrant. As a group, these students have at least three characteristics that put them at risk: interrupted schooling due to migration, limited English proficiency, and low academic achievement. The district provides a variety of instructional, health, and support services to migrant students aged 3-21 and their parents. This packet compiles various materials describing the district's programs and services. The district's education plan for 1994-95 identifies areas of highest need (language development, mathematics achievement, preschool and early intervention, dropout prevention, and dropout recovery), and outlines objectives, activities, and evaluation plans for instruction in basic and advanced skills, services to preschool children, dropout recovery for 18- to 21-year-olds, and summer school instruction. Bar charts and data tables detail enrollment and numbers of high school graduates 1983-94. Also included are 19 profiles of exceptional local, state, and national programs for migrant secondary students, preschool students, and parents. (SV)

ED 462 209 RC 020 270

A School at the Center: Study II.
PUB DATE- 93
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Schools; *Curriculum Development; *Economic Development; Elementary Secondary Education; Learning Activities; Local History; Program Descriptions; Rural Education; *Rural Schools; *School Community Relationship; School Size; *Small Schools; Small Towns; Sustainable Development; Units of Study
IDENTIFIERS- *Nebraska; Rural Culture

This report, which focuses on improving education in rural Nebraska, grew out of a 2-week teachers' institute held in Walthill, Nebraska, in June 1993. "Introduction: The Vision of Community-Based Schools and the Future of Rural Places" (Toni Haas, Paul Nachtigal) examines current civic and social trends in rural communities and the role that schools could have in leaders for CTE: (1) request greater investment by the Office of Vocational and Adult Education; (2) develop content or curriculum for a leadership program from the work and emerging roles of state directors; (3) incorporate a leadership component in graduate CTE programs; and (4) seek corporate sponsorship of a leadership program for state directors and senior leaders. (The bibliography lists 37 references. The following items are appended: a list of the individuals interviewed; the survey instrument; and information about the Danforth Foundation Program, the Ohio Career-Technical Education Leadership Institute; and the National Dissemination Center for Career and Technical Education Leadership Institute.) (MN)

ED 461 729 CE 082 834

A New Era in Agriculture: Reinventing Agricultural Education for the Year 2020.
SPONS. AGENCY- National Future Farmers of America Foundation, Madison, WI.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adjustment (to Environment); Agribusiness; *Agricultural Education; Change Strategies; Consortia; Cooperative Planning; Curriculum; *Educational Change; Educational Environment; Educational History; *Educational Improvement; Educational Needs; *Educational Objectives; Educational Opportunities; Educational Planning; Educational Strategies; Educational Technology; Educational Trends; Elementary Secondary Education; Enrollment Trends; Environmental Education; *Futures (of Society); High Schools; Lifelong Learning; Natural Resources; Needs Assessment; Participation; Partnerships in Education; Position Papers; Relevance (Education); *School Business Relationship; Strategic Planning; Trend Analysi Agricultural Literacy; *Reinventing Agricultural Education for 2020; Stakeholders
IDENTIFIERS- Agricultural Literacy; *Reinventing Agricultural Education for 2020; Stakeholders

The Reinventing Agricultural Education for the Year 2020 initiative brought together a diverse group of people from across the nation to create a new vision for agriculture education. The group envisioned a system of agricultural education beginning in early childhood and continuing throughout life. The group examined agricultural education's heritage and resolved to take a proactive stance in planning its future. The mission formulated will prepare students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber, and natural resource systems. The following goals were established: (1) an abundance of highly motivated, well-educated teachers in all disciplines, pre-kindergarten through adult, will provide agriculture, food, fiber, and natural resources education; (2) agricultural education leaders will provide instruction in the review, selection, adaptation, and use of appropriate educational technologies and teaching strategies to address the changing education environment; (3) all students will be conversationally literate in agriculture, food, fiber, and natural resources systems; and (4) partnerships and strategic alliances will ensure continuous education about agriculture, food, fiber, and natural resources systems. (The initiative's

Qualifications; Equipment Evaluation; Evaluation Criteria; Glossaries; Guidelines; Job Skills; Labor Force Development; Marketing; Needs Assessment; *Performance Based Assessment; Program Guides; *Sales Occupations; Salesmanship; Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Technical Occupations; Time Management; Two Year Colleges; Vocational Education

IDENTIFIERS- Customer Services; *Illinois; *Marketing Education

This document, which is intended to serve as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in jobs in agricultural sales and marketing. Agency partners involved in this project include: the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Commerce and Community Affairs, and the Illinois Department of Employment Security. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 13 tasks typically performed by individuals employed in occupations in the agricultural sales and marketing cluster. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) performance assessment criteria. The following are among the tasks for which skill standards are provided: (1) developing lists of qualified prospects; (2) preparing a sales call strategy; (3) developing a sales call pattern; (4) updating annual marketing plans; (5) developing product recommendations; (6) formulate sales presentations; and (7) handling complaints. Appended are the following: glossary; lists of Illinois Occupational Skill Standards and Credentialing Council, Agriculture and Natural Resources Subcouncil, and Agriculture Sales and Marketing Cluster Standards Development Committee members; and list of necessary workplace skills. (MN)

ED 461 747 CE 082 882

Illinois Occupational Skill Standards: HVAC/R Technician Cluster.

SPONS. AGENCY- Illinois State Board of Education, Springfield.

PUB DATE- 01

NOTE- 190p.; Collaboratively produced by the Transportation, Distribution and Logistics Subcouncil, and the Heating, Ventilation, Air Conditioning and Refrigeration (HVAC/R) Cluster Standards Development Committee. Product Developer, Dean Larimore. For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, ED 454 375-377 and CE 082 881-884.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Academic Standards; Advisory Committees; Air Conditioning Equipment; Building Operation; *Climate Control; Competence; Competency Based Education; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Potential; Employment Qualifications; Equipment Evaluation; *Equipment Maintenance; Equipment Utilization; Evaluation Criteria; Evaluation Methods; Glossaries; Guidelines; Job Skills; Labor Force Development;

It was emphasized that, although the "old employment contract" has not been replaced, public policies based exclusively on the old model of lifetime employment by a single employer have never made sense. (MN)

ED 461 762 CE 082 910

Kirk, James J.
E-Learning: An Executive Summary.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Analysis; Computer Uses in Education; Conventional Instruction; Corporate Education; Definitions; *Delivery Systems; *Distance Education; *Educational Benefits; Educational Media; Educational Technology; Educational Trends; Futures (of Society); Guidelines; Industrial Training; Instructional Development; *Job Training; *Online Courses; Organizational Development; Postsecondary Education; *Program Development; Secondary Education; Trend Analysis; Web Based Instruction; World Wide Web
IDENTIFIERS- Just in Time Systems; Synchronous Learning

Electronic learning (or "e-learning) has become an integral part of organizational training. E-learning may be delivered via numerous electronic media, including the Internet, intranets, extranets, satellite broadcast, audio/videotape, interactive television, and CD-ROM. At its best, e-learning is individual, customized learning that allows learners to choose and review material at their own pace. E-learning is efficient because it shortens the time required to update workers on new products, methods, and processes. Proponents of e-learning suggest that it provides real-time learning of critical or just-in-time knowledge. With state-of-the-art e-learning management systems, training costs can be traced to individual learners and costs can then be measured against results. Advocates believe that online training is better, faster, and cheaper than conventional training. Trainers planning to launch an e-learning program for their organization's employees should heed the following guidelines: (1) make sure that top management supports the initiative; (2) determine the program's target audience and identify audience members' learning styles; (3) examine the training program's content and ascertain whether the program must be built from scratch; (4) determine which instructional methodologies will be used; and (5) establish a proposed time frame for development, allowing adequate time to for approval of instructional methods and for evaluation periods. (Contains 14 references.) (MN)

ED 461 763 CE 082 911

Peck, Jamie
Workfare States.
PUB DATE- 01
NOTE- 414p.; Foreword by Frances Fox Piven and Richard Cloward.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Definitions; Education Work Relationship; Employment Opportunities; Employment Patterns; Employment Problems; Employment Programs; Employment Qualifications; Employment Services; Equal Opportunities

Lastly, implications are drawn from the leaders' empirical lessons. (Contains 2 appendixes, 3 tables, 8 figures, and 98 references.) (ADT)

ED 461 781 CG 031 529

Miles, Ronald D.
Tailoring the Comprehensive Guidance Program Model To Fit Richland County School District One: Building the Foundation.
PUB DATE- 02
NOTE- 8p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; *Comprehensive Programs; Educational Innovation; Elementary Secondary Education; Evaluation; *Guidance; Leadership; Professional Development; Program Development; School Counseling; School Districts
IDENTIFIERS- South Carolina

This document briefly describes one school district's experiences after deciding on a comprehensive guidance program model. The district chose the model described by Gysbers and Henderson (2000). A description is presented of the development, adoption, and implementation of the program. Staff and program assumptions needed for implementation are given. There is discussion of the ongoing professional development and program evaluation. Advice for other school districts contemplating program restructuring is offered. (ADT)

ED 461 782 CG 031 530

Taylor, Elizabeth R.
Evaluation of Counseling Services in a Rural School District: Assessing Current Program Status.
PUB DATE- 02
NOTE- 10p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; *Comprehensive Programs; Elementary Secondary Education; *Evaluation Methods; Guidance; *Guidance Objectives; Models; Program Development; Program Effectiveness; Program Evaluation; Rural Education; *School Counseling; School Districts; School Surveys
IDENTIFIERS- Texas (West)

In the late 1990s the Texas Education Agency advocated the transformation of all counseling services into developmental guidance programs. This document describes the process undertaken and the lessons learned when evaluating a small, rural school district in north Texas in order to begin this model transformation. The purpose of the study was to evaluate the pre-transformation counseling services through the eyes of school administrators, students, teachers, counselors, and parents. Information was derived from surveys, interviews, and time logs. The evaluation accomplished several tasks necessary for comparing current services with those in the newly developed guidance plan. It also resulted in some changes at

PUB DATE- 02
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. In Nor Classroom situations) (055)
DESCRIPTORS- *Child Abuse; Children; Elementary School Students Elementary Secondary Education; Incest; *Instructional Materials; *Prevention; Program Development; Psychological Needs; Secondary School Students; *Sexual Abuse

The material in this book is intended to provide a review of information regarding child abuse prevention. It is divided into two sections. Part 1, The Facilitator's Guide, contains background information on child sexual abuse, with a particular emphasis on the dynamics of incest and other sexual abuse and their effects on the child. It presents a discussion of the philosophy of and need for primary prevention, and specific strategies used to prevent sexual abuse. Prevention educators and counselors are provided with ideas for setting up and implementing the complete program. Detailed outlines for parent and school staff workshops are included. Part 2, Curricula, contains detailed lessons for the two-session early education and elementary school workshops. The lessons can be used in sequence or as separate modules to allow greater flexibility for presenters. Seven appendixes list resources, references, videotapes, handouts, and additional readings. (JDM)

ED 461 806 CG 031 568

Hansen, Catherine E.; Bennett, Curtis D.; Mathews, Brandi; Pender, Angie; McPhearson, Dale
Obsession and Compulsion Differences in College Majors and Classifications.
PUB DATE- 01
NOTE- 10p.; Poster presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *College Students; Higher Education; Majors (Students); *Psychological Characteristics; *Psychological Patterns; Sex Differences; *Student Characteristics; Success
IDENTIFIERS- *Obsessive Compulsive Behavior

The purpose of the current study was to assess whether student differed by major or classification on self-reported symptoms of obsession and compulsion. Though sex differences have not been found on this construct, it was expected that students with different majors would require different levels of such characteristics in order to be successful. It was also postulated that students would learn over time to become more obsessive and compulsive in order to succeed in college. Students were recruited from each of several majors. Students were also recruited so as to obtain representative groups of students from each of the freshman and senior classifications. Freshmen were significantly less obsessive and compulsive than seniors, as well as sophomores and juniors. It appears that the students might not be as concerned about adopting such a style in their early college careers. They apparently learn to adopt such characteristics after that first year, however, from their resources is also appended. (RS)

ED 461 826 CS 014 563

Ediger, Marlow
Children's Literature in the Language Arts.
PUB DATE- 02
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Class Activities; Elementary Education; *Figurative Language; *Language Arts; Learning Activities; *Literary Devices; Reading Interests; Reading Motivation
IDENTIFIERS- Folktales; Trade Books

For most children, library books capture their interests and motivate reading more than basal texts do. Choosing library books is highly informal, whereas textbook reading involves more formal, structured plans of teaching. There are a plethora of choices to make in types of literature available to children. These include folk tales, fairy tales, legends, and multicultural folklore. Folktales as well as children's literature across the curriculum involve the following learning opportunities: creatively dramatizing the contents; pantomiming the content; formal dramatization; reader's theater; seminar methods; art work; written book reports; oral book reports; and cassette or video tape discussion of literature read within a collaborative setting of students. Students should see illustrations presented by the teacher of imagery (metaphors and similes) used in literature. Idioms may be dramatized to show literal as well as figurative learning. There are necessary elements which appear in literature and at increasing levels of complexity as students progress through diverse schooling levels: characterization, story setting, plot, point of view, theme, and irony. Objectives to be achieved by students in children's literature will be developmental and will depend upon mental maturity, learning styles, and purposes. (NKA)

ED 461 827 CS 014 566

Ediger, Marlow
Exploring Poetry: The Reading and Writing Connection.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Creative Writing; Educational Trends; Elementary Education; Holistic Approach; *Language Arts; *Poetry; *Reading Material Selection; *Reading Writing Relationship; Teacher Role
IDENTIFIERS- Holism; Poetic Forms; Reading Uses

Connecting reading and writing has become an important trend in teaching the language arts. Poetry, as a salient facet of the reading curriculum, integrates well with different purposes in writing. Poetry read aloud to students can assist learners to enjoy reading activities and develop the feeling and aesthetic dimension of learning, among other things. Whether it be an entire unit taught on poetry or a poem correlated with a science, mathematics, or social studies unit, it is vital that a proper introduction by the teacher take place. Developmental in High School English and Social Studies" (Martin Nystrand, Adam Gamoran, and William Carbonaro); "Writing To Learn, Writing To Transfer" (Pietro Boscolo and Lucia Mason); "Sequential Writing Tasks' Influence on Science Writing" (Brian M. Hand, Vaughan Prain, and Larry Yore); "Note Taking and Essay Writing" (Virpi Slotte and Kirsti Lonka); "Portfolio: Integrating Writing, Learning and Assessment" (Pirjo Linnakyla); and "New Technology, Writing and Learning" (James Hartley and Paivi Tynjala). (Contains over 500 references, a name index, a subject index, and a list of contributors.) (NKA)

ED 461 847 CS 217 783

Latrobe, Kathy H.; Brodie, Carolyn S.; White, Maureen
The Children's Literature Dictionary: Definitions, Resources, and Learning Activities.
PUB DATE- 02
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; *Definitions; Dictionaries; Elementary Secondary Education; *Figurative Language; Learning Activities; *Literary Criticism; *Vocabulary
IDENTIFIERS- Trade Books

This dictionary of terms from children's literature provides definitions of 325 concepts and principles that will help librarians and teachers give meaning to literary works being introduced in the classroom. The book's alphabetical organization of terms facilitates access to information when the reader is considering a specific term. All of the individual terms in the dictionary are arranged in a cross-referenced index of the entries arranged by subject--from activities to words and wordplay. Each term is illustrated by examples from contemporary and classic books and tales, and every definition also includes ideas for programming activities that will bring these concepts--the veritable building blocks of stories--alive to young readers. These might range, according to the dictionary, from teaching children how "parallel stories" function, to examples of "archetypes" with popular characters, to defining an acrostic or a haiku and helping children to actually compose one. With this dictionary librarians, teachers, reviewers, parents, and storytellers have a practical reference guide with explanations, examples, and activities for engaging young people in the completely informed reading experience. (NKA)

ED 461 848 CS 217 789

Hamilton, Sharon; Orr, Robert H.
Writing To Learn Quantitative Analysis: Doing Numbers with Words Works!
PUB DATE- 01
NOTE- 9p.; In: "Plymouth State college Journal on Writing Across the Curriculum" v12 (2001). Paper presented at the Annual Writing Across the Curriculum Meeting (5th, Bloomington, IN, May 31-June 2, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Course Objectives; Electronic

Learning in the Nation's Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; Learning Strategies; *Professional Development; Profiles; *Writing Achievement; *Writing Improvement; *Writing Instruction; *Writing Skills; *Writing Teachers
IDENTIFIERS- *National Writing Project; Research Results; Writing Samples

Each of the 161 National Writing Project sites offers an intensive institute every summer and invites distinguished local teachers of writing from all grade levels, from kindergarten through university, to attend. The institute focuses on these teachers, examining their exemplary classroom practices, supporting their work with research studies, and encouraging them to develop their own writing. These teachers become the teachers of other teachers during the school year, credible as mentors because they come directly from their own classrooms to lead professional development workshops. This report first features a selection of research results from across the country that demonstrate the success of writing project teachers in improving their students' writing achievement. The report then presents a selection of student writing samples from the classrooms of writing project teachers. It also makes a case for why writing is crucial to academic success, workplace success, and lifetime achievement, using supporting data from studies performed by the U.S. Department of Education. Finally, the report offers some key facts about the National Writing Project. (NKA)

ED 461 870 CS 217 820

National Writing Project Annual Report, 1998.
SPONS. AGENCY- Department of Education, Washington, DC.; Annenberg Rural Challenge, Granby, CO.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; California Univ., Berkeley. Graduate School of Education.; National Collegiate Athletic Association, Shawnee Mission, KS.; National Endowment for the Humanities (NFAH), Washington, DC.; Jesse Stuart Foundation, Ashland, KY.
PUB DATE- 98
NOTE- 28p.; Additional funding provided by the Fred Hechinger Memorial Fund. For the 1996-1997 annual report, see ED 410 582. Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; Higher Education; Learning Strategies; *Professional Development; *Writing Improvement; *Writing Instruction; *Writing Skills; *Writing Teachers
IDENTIFIERS- *National Writing Project

The mission of the National Writing Project (NWP) is to improve writing and learning in the nation's schools. Through its professional development mode, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the National Writing Project seeks to promote the Most Important Things" (Don Gallehr); "Cat Watching: Six Easy Steps to Classroom Poetry" (Scott Peterson); "Partial Successes and Limited Failures: Recognizing the Dissonances in Our Teacherly Talk" (Jane Greer); and "Assessing Computers for Writing: Stepping Back To Move Forward" (Stephen Marcus). Articles in the third issue include: "The Only New Thing under the Sun: 25 Years of the National Writing Project" (Sheridan Blau); "Welcome to Measurement, Inc." (David Glovin); "Where's the Beef? Mississippi's Tech-Prep Initiative in Action" (John Dorroh); "You and Me and a Book Makes Three: Students Write Collaborative Book Reviews with Adult Reading Buddies" (Bernadette Lambert); "Building a Story: The Art of Narrative" (Marilyn Bates); and "Writing Workshop and Real-World Learning: A Deweyian Perspective" (Jo-Anne Kerr). Articles in the fourth issue include: "Puny Poetry Meets Its Match" (Gerri Ruckel and Jim Horrell); "I Was a Journal-Topic Junkie" (Anna Collins Trest); "No Excuses: An Interview with Eugene Garcia" (Art Peterson); "Revising Words, Revising Worlds" (Greta Vollmer); "Annotated Bibliography on Teaching English Language Learners" (Norma Mota-Altman); "A Personal Bibliographic Essay" (Marian M. Mohr and Marion S. MacLean); and "Drawing: Another Path to Understanding" (Theresa Manchey). (RS)

ED 461 888 CS 217 846

Loofbourrow, Peggy Trump, Ed.; Peterson, Art, Ed.; Yoder, Barbara, Ed.
The Quarterly of the National Writing Project, 2000.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 00
NOTE- 175p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Higher Education; *Process Approach (Writing); Program Descriptions; Student Attitudes; Urban Education; Writing Apprehension; *Writing (Composition); *Writing Instruction; Writing Skills; Writing Workshops

Articles in this publication address the writing process, teaching writing, and research on the teaching of writing, and take the form of personal experience or opinion, or explore the work of others who have contributed to the field. Articles in the first issue of the volume include: "Imaginary Gardens and Real Issues: Improving Language Arts in the Urban Elementary School" (Joe Check); "Do Workshops Work?" (Kathleen O'Shaughnessey); "Taking out the Furniture, or What's Obvious: Lessons from the Literature Institute for Teachers" (Marjorie Roemer); "See You Next Year: The Writing Process in the Looping Classroom" (Alisa Daniel); "Behind Their Backs: Proximity and Insult in Student Response" (Roger Green); and "Note-Taking and Note-Making in Freshman Composition" (Mark Farrington). Articles in the second issue include: "On Coaching the Writer" (Jon Appleby); "Teaching in Two Worlds: Critical Reflection and Teacher Change in the Writing Center" (Dale Jacobs); "A Cure for Writer's Block: Writing for Real Audiences" (Anne Rodier); "Lessons in Literacy: What a Five-Year-Old Taught Her Teacher-Mom" (Eve Newsome); "The Writer's Eye: Using the Writer's Notebook as a Lens To View the World" (Scott Peterson); and "How Did You Do That? The Secrets of Strong Writers" (Dean Smith). Articles in the third issue include: "The Other Side of the Stone: Student Conversations with a Graveyard" (Patrick C. Pritchard); "Student Slayer: The Imposed Curriculum" (Kevin Lavey); "From a High-Tech to a Low-Tech Writing Classroom: You performance standards for school buses compared to other buses. Because data on the crash performance of school buses built to these standards were lacking, the National Transportation Safety Board conducted a series of in-depth accident investigations from 1984 to 1988. The study sought to determine how well federal school bus standards were working to protect passengers from injury and whether changes in the standards were needed. This paper reports on the crash performance of small poststandard (manufactured after April 1, 1977) school buses and vans used for school transportation. Occupants of the small school buses generally fared well in the accidents investigated. As a result of this safety study, recommendations were issued to the National Highway Traffic Safety Administration, manufacturers of small school buses, and various associations of school-transportation officials and contractors. The recommendations include: conduct research on the design of restraining barriers; determine the feasibility of requiring lap/shoulder belts or other restraints with uppertorso support for passengers; collect data on roof and joint strength; amend federal performance standards for school bus windshield retention; develop performance standards for boarding door controls in certain small buses; and correct improper installation and use of lapbelts and other restraints. Appendices contain case summaries and indexes of cases, bus-design information, data on injuries and accidents, and a list of FMVS standards mentioned in the recommendations. (LMI)

ED 461 911 EA 031 451

Wade, Howard H.
Data Inquiry and Analysis for Educational Reform. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.; Digest number 153.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Administrator Role; Change Strategies; Data; *Data Analysis; *Data Collection; Educational Environment; *Educational Improvement; Elementary Secondary Education; Evaluation; *Information Utilization; Profiles; Research Methodology
IDENTIFIERS- ERIC Digests; *Reform Efforts

Schools are realizing that carefully collected and analyzed data represent the key to educational improvement. This digest outlines the most useful types of data to drive the school-improvement process, steps that must be taken to collect and analyze data, the role of administrators in guiding the data-driven reform process, and results that can be expected. Data provide an accurate way to identify problem areas in school programs, reveal strengths and weaknesses in students' knowledge and skills, and provide meaningful guidance on how teaching practices can and should be altered. The most useful types of data include student assessment data, student demographic data, perceptions data, and school program data. Through data-driven inquiry, school staff can identify areas in need of improvement, select high-priority problems for correction, and outline improvement strategies. After plans of action have been implemented and completed, school staff can continue data collection and analysis to determine whether to modify or discontinue corrective actions. Principals and other reform. Concerns about accountability systems permeated responses from students, interns, graduates, and practicing principals. Many specific concerns were related to scores that were misinterpreted by principals and parents. Other problems were related to the emphasis on raising scores for a building over helping students who most need help. Faced with the pressures of high-stakes accountability, schools hope to find a quick fix to problems that may require long-term investments in skills and resources that offer a greater chance of fundamental gains over time. (Contains 34 references.) (RKJ)

ED 461 929 EA 031 522

Williamson, Ronald D.; Johnston, J. Howard
Confronting Middle Schools' Most Contentious Issues: Lessons in School Leadership.
PUB DATE- 00
NOTE- 26p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (23rd, Clearwater Beach, FL, February 16-19, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Change Strategies; *Community Support; Educational Change; *Instructional Leadership; *Leadership Responsibility; *Middle Schools; *Problem Solving; Qualitative Research

A study examined the dynamics present in middle-level schools to identify the issues of concern to parents, teachers, and the greater school community. It also attempted to identify those strategies used successfully by school leaders in response to those concerns. Four middle schools in different areas of the United States participated. The modified case-study approach included 1,900 surveys, 400 individual and small-group interviews, and 325 exit interviews with parents who were transferring their children from the public middle school to a private alternative for nonreligious reasons. Sources of information were charted and coded to identify topics, to organize topics into patterns, and to develop conclusions based on the patterns. Strategies used by principals to successfully work with parents and the community were identified. The results, while different in each community, reflected several themes. The importance of collaborative work, the centrality of student success and achievement in schooling, and the need for regular and ongoing review of school programs were essential to school leadership trying to determine how to strengthen middle-school programs. A commitment to involving parents and other community groups proved central to the success of these reviews. (Contains 41 references.) (RKJ)

ED 461 930 EA 031 523

Christie, Pam; Lingard, Bob
Capturing Complexity in Educational Leadership.
PUB DATE- 01
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

and Effort" (Del Siegle and Sally M. Reis); (12) "Motivating Our Students: The Strong Force of Curriculum Compacting" (Heather Allenback); (13) "Extending the Pedagogy of Gifted Education to All Students" (Sally M. Reis, Marcia Gentry, and Sunghee Park); (14) "Valuing, Identifying, Cultivating, and Rewarding Talents of Students from Special Populations" (David St. Jean); and (15) "A Parent's Guide to Helping Children: Using Bibliotherapy at Home" (Mary Rizza). (AA)

ED 461 949 EC 308 287

Voyles, Lynda, Ed.
CEC Today, 1999-2000.
PUB DATE- 00
NOTE- 140p.; Published irregularly.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Standards; Asperger Syndrome; Beginning Teachers; Behavior Modification; Charter Schools; *Classroom Techniques; *Disabilities; Elementary Secondary Education; Hom Schooling; *Problem Based Learning; Reading Comprehension; *Student Motivation; *Teacher Certification; Teaching Methods; Testing; Thinking Skills
IDENTIFIERS- *Council for Exceptional Children; Williams Syndrom

The eight issues for volume 6 of the "CEC Today," a newsletter exclusively for members of the Council for Exceptional Children, include the following featured articles: (1) "How To Set up a Classroom on a Tight Budget"; (2) "Survival Tips for First-Year Teachers"; (3) Get the Training You Need To Stay Ahead of the Curve!"; (4) "Get the IDEA!...And Stay in the Legislative Loop"; (5) Teaching--A Look at Teachers' Responsibilities Today"; (6) "Advocacy--A Must for Parents of Children with Exceptionalities"; (7) "Pre-Convention Workshops--Your Ticket to In-Depth Learning"; (8) "Getting to Canada--It's Easier Than You Think"; (9) "CEC and FamilyEducation Network Forge an Exciting New Partnership"; (10) "ADHD Treatments"; (11) "The Law and You"; (12) "Ritalin Testimony"; and (13) "Multicultural Symposium." (AA)

ED 461 950 EC 308 797

Howard, Marilyn
Serving Exceptional Children: A Report to the Idaho Legislature. January 2000.
PUB DATE- 00
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Gifted; Outcomes of Education; School Districts; *Services; *Special Education; State Departments of Education; *State Programs; *Statistical Data; Talent
IDENTIFIERS- *Idaho

This report presents information about Idaho programs and services for students with disabilities and gifted/talented students for the 1998-99 school year. Also included is information on State Department of Education accomplishments, student results, school district programs, services and personnel, dispute resolution, funding, and unmet needs. First, 10 department of education accomplishments are listed, including establishment of performance goals and indicators; a

DESCRIPTORS- *Disabilities; Education Courses; Elementary Secondary Education; Graduate Study; Higher Education; *Inclusive Schools; Program Development; Severity (of Disability); *Special Education Teachers; *Teacher Certification; Teacher Education Curriculum; *Teacher Education Programs

IDENTIFIERS- University of New Hampshire

This final report describes the activities and accomplishments o the "Inclusion Facilitator Training Program," a 3-year, federally funded project of the Institute on Disability at the University of New Hampshire. The project was designed to train special education teachers (either currently practicing or graduate students) in current best practices related to the inclusion of students with significant disabilities in general education classrooms. The program's three biggest accomplishments are reported as: (1) training of 20 new Inclusion Facilitators for New Hampshire; (2) establishment of the program as an approved alternative route to teacher certification in mental retardation; and (3) establishment of the program as a permanent option within the Education Department at the University of New Hampshire. Specific accomplishments are reported for each major objective. Objective 1 involved development and refinement of 8 courses (23 credits) reflecting best practices in the education of students with low-incidence disabilities. Objective 2 focused on recruitment and enrollment of 22 trainees and program completion by 18 trainees. Objective 3 involved linking trainees with public school programs and development of performance-based assignments. Objective 4 addressed the collaborative development of a new "intensive special needs" certification endorsement. Objective 5 involved program evaluation. (DB)

ED 461 969 EC 308 820

Stopka, Christine; Dykes, Mary K.

Multi-Disciplinary Preparation of Educators To Improve Services and Results for Children with Low-Incidence Disabilities in Adapted Physical Education. Final Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 01

NOTE- 36p.; Colored papers may not reproduce adequately.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adapted Physical Education; *Disabilities; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; *Physical Education Teachers; *Program Development; *Special Education Teachers; *Teacher Education

IDENTIFIERS- University of Florida

This final report describes the activities and accomplishments of a 3-year federally funded project at the University of Florida concerned with the multidisciplinary preparation of physical and special educators in adapted physical education for children with low-incidence disabilities. The project supported, per semester, 10-15 masters students, 8-10 undergraduates, and 1-2 doctoral students. It directed or assisted 28 sites/programs as proposed and initiated and implemented over 20 new sites/programs beyond those proposed. The project trained over 300 undergraduate students and over 100 currently employed teachers. Far more than the projected

W. Shuy); "Bilingual Education: Arguments for and (Bogus)
Arguments Against" (Stephen D. Krashen); "Educating English ar
Language Learners in U.S. Schools: Agenda for a New Millennium
(Rosalie Pedalino Porter); "The Official English Movement and
Bilingual Education Reform" (Eric J. Stone); "Literacy
Development in High School English Language Learners" (Anna Uh
Chamot); "Languages in Israel: Policy, Practice, and Ideology"
(Bernard Spolsky); "Language and Policy Issues in the Educatio
of Immigrant Students" (Donna Christian); "The Pragmatic
Implications of 'Boilerplate' in News Coverage of California
Ballot Initiative Controversies" (Colleen Cotter); "Involuntar
Language Loss among Immigrants: Asian-American Linguistic
Autobiographies" (Leanne Hinton); "Ebonics and Standard Englis
in the Classroom: Some Issues" (Salikoko S. Mufwene); "Ebonics
Need Not Be English" (Ralph W. Fasold); "Whose 'Standard'? Wha
the Ebonics Debate Tells Us about Language, Power, and
Pedagogy" (Denise E. Murray); "From Definition to Policy: The
Ideological Struggle of African-American English" (Walt
Wolfram); "South Asian Bilingualism: Hindi and Bhojpuri"
(Shaligram Shukla); "Gods, Demi-Gods, Heroes, Anti-Heroes,
Fallen Angels, and Fallen Arches" (John A. Rassias); "A Global
Perspective on Bilingualism and Bilingual Education" (G.
Richard Tucker); "Bilingual Education with English as an
Official Language: Sociocultural Implications" (Anne Pakir);
"Bilingualism, Language Policy, and the European Union"
(Reinhold Freudenstein); "Bilingual Education and the Dialects
of National Integration" (Wendy D. Bokhorst-Heng); "The Sweet
Breath of Words: Language as Nuance in Diaspora Creativity"
(Edwin Thumboo); "What in the World Is the World of Language?"
(Roger Bowers); "World or International or Global English--and
What Is It Anyway?" (Tom McArthur); "Multilingualism and
Intellectual Property: Visual Holophrastic Discourse and the
Commodity/Sign" (Ronald Scollen); and "The Removal of Arturo:
An Immigration Case Nightmare" (Roger W. Shuy). (Papers contai
references.) (SM)

ED 461 989   FL 027 135

Beall, Kathleen R., Ed.
ESL Magazine, 2001.
PUB DATE- 01
NOTE- 193p.; Published bimonthly.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); Adults; Career
Exploration; Classroom Techniques; Clubs; Computer Uses in
Education; Conflict Resolution; Creative Teaching; Distance
Education; Elementary Secondary Education; *English (Second
Language); Faculty Development; Foreign Countries; Integrate
Activities; Internet; Language Skills; Language Teachers; Par
Time Faculty; Reading Comprehension; Reading Instruction;
Scores; *Second Language Instruction; Second Language Learnin
Student Participation; Teacher Salaries; Teaching Methods;
Vocabulary Development; Writing Instruction; Writing Skills
IDENTIFIERS- Book Clubs; Cuba; Egypt; Greece; Japan; Learning
Communities; Pictures; Professionalism; Test of English as a
Foreign Language

The six issues in this volume include the following articles:
"Preview of TESOL 2001" (Adelaide Heyde Parsons); "Six Internet
Pioneers Teach English to the World" (Dennis Oliver, Randall
Davis, Elaine Hoter, Charles Kelly, Dave Sperling, and Ruth
Vilmi); "Integrated Skills in the ESL/EFL Classroom" (Rebecca
Oxford); "English Language Education in Cuba" (Tony Irizar);

Razmjou, Leila
Developing Guidelines for a New Curriculum for the BA Program in English Translation in Iranian Universities.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Curriculum Development; *English (Second Language); Foreign Countries; *Guidelines; Higher Education; Questionnaires; Second Language Learning; *Skill Development; *Student Motivation; *Translation
IDENTIFIERS- *Iran

This study helped develop guidelines for modifying the current curriculum of the existing B.A. in English Translation within Iranian universities. Participants were 30 experts in the fields of English language translation, linguistics, and translatology from four Iranian universities. Using the Delphi research methodology, researchers administered two rounds of questionnaires that focused on skills needed to help trainees adapt themselves to new changes in the field, strategies for applying these skills, and methods of promoting motivation among translator trainees. Results suggested that the Iranian B.A. translation program needed substantive changes in the skills, techniques, and contents it covered, strategies used to teach the skills, and learners' motivation. Suggestions included designing courses so that trainees could achieve mastery of first- and second-language proficiency; shifting from a teacher-centered to a workshop-like orientation; offering elective courses; helping students understand the importance of translation; and adopting a student-centered methodology. The questionnaires are appended. (Contains 16 references.) (SM)

ED 462 009 FL 027 159

Hayes, Katherine; Salazar, Jesus Jose
Evaluation of the Structured English Immersion Program. Final Report: Year I.
PUB DATE- 01
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; *English (Second Language); *Immersion Programs; Language of Instruction; Literacy Education; Program Evaluation; Second Language Instruction; Second Language Learning; Teaching Methods

This report describes a districtwide evaluation of the instructional services provided to English language learners (ELLs) enrolled in Structured English Immersion classrooms in grades 1-3. The program uses two models (teaching in English, with the primary language for clarification, and teaching primarily in English, with other instruction in the primary language). The report presents background information; describes study methodology (sample selection; data collection via classroom observations, interviews, and work samples; and data analysis); and reports findings. Classrooms included students in different grade levels, students assigned to different structured English immersion instructional models, and students with three or more different English language the study. (Contains 149 endnotes and 49 references.) (SLD)

ED 462 030 HE 034 643

Mallon, William T.
Tenure on Trial: Case Studies of Change in Faculty Employment Policies.
PUB DATE- 01
NOTE- 226p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); *College Faculty; Higher Education; *Nontenured Faculty; *Personnel Policy; Profiles; *Tenure

This book examines how and why colleges abolish or institute tenure by profiling four colleges: two that moved from tenure to term contracts and two that moved from contracts to tenure. The chapters are: (1) "Introduction"; (2) "Tenure and Contract Systems: An Overview"; (3) "Scott College"; (4) "Rowlette College"; (5) "Lakeview College"; (6) "Accomac College"; (7) "How Did these Colleges Move in Opposite Directions?"; and (8) "Conclusions." An appendix describes research design and methodology. (Contains 7 tables, 1 figure, and 167 references.) (SLD)

ED 462 031 HE 034 644

Rodas, Daniel
Resource Allocation in Private Research Universities. Studies in Higher Education Dissertation Series.
PUB DATE- 01
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Budgeting; Case Studies; Economic Factors; Higher Education; *Private Colleges; *Research Universities; *Resource Allocation

This book explores the resource allocation process in contemporary private research universities through detailed case studies. It discusses historical approaches to university resource allocation and the mission, culture, priorities, and economic factors involved. Cases are based on interviews with administrators. The chapters are: (1) "Introduction and Overview"; (2) "Buchanan University"; (3) "Pierce University"; (4) "Westmont University"; (5) "Shelton University"; (6) "Greenway University"; (7) "Garfield University"; (8) "Summary Case Analyses"; and (9) "Cross-Case Analysis and the Future Directions." Sample interview protocols are included. (Contains 111 references.) (SLD)

ED 462 032 HE 034 645

MacFarland, Thomas W.
Evaluation of Research and Planning. Research and Planning Report.
PUB DATE- 95
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; Computer Mediated Communication;

DESCRIPTORS- *Colleges; Educational Change; *Educational Policy
*Higher Education; International Education; Political Influences; Social Influences; *Strategic Planning

The chapters in this collection focus on three levels of anal of higher education: national policymaking, institutional strategy, and the ground level of departments and individual academics. Examples from various countries are analyzed in light of recent theoretical understandings of the policy process. The chapters are: (1) Introduction: Higher Education Policy, Institutional Change (Paul R. Trowler); (2) Explaining Change in Higher Education Policy (Ivar Bleiklie); (3) The Role of Different Groups in Policy-Making and Implementation: Institutional Politics and Policy-Making (Maurice Kogan); (4) Access and Recruitment: Institutional Policy in Widening Participation (Brenda Morgan-Klein and Mark Murphy); (5) Resources in the Management of Change in Higher Education (Rachel Johnson); (6) The Unintended Consequences of Deregulation: Australian Higher Education in the Marketplace (Di Adams); (7) A Comedy of Manners: Quality and Power in Higher Education (Louise Morley); and (8) Exploring the Implementation Gap: Theory and Practices in Change Interventions (Paul R. Trowler and Peter T. Knight). Each chapter contains references. (SLD)

ED 462 051 HE 034 676

Owen, T. Ross
Student and Employee Wellness in Higher Education: A Literature Review.
PUB DATE- 02
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; *College Students; *Health Behavior; Health Education; Health Programs; Higher Education; *Holistic Approach; Literature Reviews; School Health Services; *Wellnes

This paper reviews the literature related to wellness. Wellnes is reviewed in terms of definitions, theoretical perspectives, and research approaches. The definitions of wellness by six theorists are outlined. Regardless of definition chosen, today's conception of wellness has been fostered by disillusion with traditional medicine and the growing self-care movement. Recent interest in a holistic approach to life supports concerns with wellness and wellness readiness. Both qualitative and quantitative measures of wellness can be found in the literature, and both research approaches tend to focus on the wellness activities of employees and students, especially college students. Wellness centers and associated facilities are becoming more common on college and university campuses. (Contains 92 references.) (SLD)

ED 462 052 HE 034 677

Ashby, Cornelia M.
Veterans' Education Benefits: Comparison of Federal Assistance Awarded to Veteran and Nonveteran Students. Report to the Ranking Minority Member, Committee on Veteran's Affairs, U.S. Senate.
PUB DATE- 02
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

PUB DATE- 01
NOTE- 264p.; Contributing author Lisa Neale. First edition published under the title "The Technological Classroom: A Blueprint for Success" copyrighted 1994 by Trifolium Books, Inc
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Computer Uses in Education; *Educational Technology; Electronic Classrooms; Elementary Secondary Education; Postsecondary Education; *Technology Integration; Technology Planning; World Wide Web
IDENTIFIERS- *Technology Utilization; Web Based Instruction; Web Sites

This book examines the theoretical and practical issues surrounding today's technology-integrated classroom. The chapters cover the following topics: (1) reasons to integrate technology into the classroom, including the changing world, enriched learning and increased productivity, the learner, the workplace, past experience, and future trends; (2) planning for success, including examples of technology integration, other strategies, school-based technology planning, change, equipment, and business-education partnerships; (3) making it work, including evaluating computer software, the computer as tutor, the computer as productivity tool, and the computer as tutee; (4) the curriculum, including establishing learning outcomes, setting the context for learning, plan assessment and evaluation, gathering resources, selecting and designing learning experiences, planning student training for the technology, setting the timetable, and reconsidering; (5) getting started, including organizing space, establishing equipment care and protection routines, security of equipment, safety in the classroom, safety in cyberspace, scheduling computer use, keyboarding skills, ergonomics, strategies for training students to use technology, and preparing parents for technological change; (6) Internet-based curriculum projects, including copyright issues, evaluating World Wide Web sites, virtual field trips, publishing on the Web, sample collaborative Internet-based projects, planning the project, and school and classroom Web sites; (7) assessing student progress, including types of assessment, performance assessment, assessment portfolios, electronic portfolio assessment, evaluation, and using technology in assessment and evaluation; (8) students with special needs, including using technology to individualize the program, planning for exceptional students, cooperative learning and peer helping, modifying the program, and assistive technology and adaptive devices for special students; (9) technology tools for teachers, including lesson planning and presentation, assorted teacher utilities, online communication, administrative tasks, and training. (Appendices include sample technology-integrated learning experience plans, a sample acceptable use policy, and commonly asked questions about assessment. Accompanying Web site: http://www.heinemann.com. Contains an index. Contains 208 notes.) (MES)

ED 462 071 IR 021 032

Huske, Lynne
The Internet Connection: Exploring the Power of the Web as a Teaching Tool.
PUB DATE- 01

(120)
DESCRIPTORS- Administrative Policy; *Administrator Behavior; *College Faculty; *College Presidents; Community Colleges; Educational Administration; *Faculty College Relationship; Labor Relations; Leadership; Political Influences; Politics; *Politics of Education; Two Year Colleges; Union Members; Unions
IDENTIFIERS- *Miami Dade Community College FL

This article offers a critique of Eduardo Padron's administration at Miami-Dade Community College (MDCC) in Florida. Padron has been district president at MDCC since 1995. Almost immediately after his appointment, Padron moved to centralize the school's administration. He fired employees en masse, cut and consolidated sports programs, and began shuffling campus presidents and staff from one campus to another. The author suggests that Padron began persecuting faculty at MDCC following a successful faculty union drive in 1998. In 1999, the American Association of University Professors (AAUP) sent representatives to Miami to investigate the dissolution by the MDCC administration of the college's faculty senate. AAUP concluded that Padron abolished the senate as retaliation for the faculty's pro-union vote. The AAUP voted to sanction MDCC. The sanction seems to have brought deleterious effects to faculty members rather than to Padron. One professor's nomination for a fellowship was rescinded after Padron refused to endorse his own professor's nomination. The professor is sure this was the result of his involvement in the AAUP action. Padron has also been accused of inappropriate use of MDCC foundation funds. The author concludes that the MDCC board of trustees (all appointees of the governor) as well as local media, seem uninterested in examining Padron's record on any of these accounts. (NB)

ED 462 090   JC 020 155

Community Impact Report, Fall 2000.
PUB DATE- 00
NOTE- 108p.; This report includes an executive summary. For the Executive Summary only, see ED 456 868.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Outcomes Assessment; *College Role; *Community Benefits; Community Colleges; *Economic Impact; *Educational Benefits; Institutional Evaluation; School Business Relationship; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Bellevue Community College WA

This community impact study aims to establish the value of Bellevue Community College (BCC) (Washington) to its local community and larger surrounding area. Findings, using data from 1998-99, are organized into three categories: (1) short-term community impacts, including: 34,994 students were educated and trained; $62,966,226 was earned in total revenues; 53% of the 2,272 employees were from the local community; the total direct economic contribution to community was $51,030,523; and transfer students saved $4,072,000 by attending BCC for first 2 college years; (2) long-term community impacts, including: 622 dislocated workers were retrained; 95 people enrolled in BCC's welfare-to-work program; 700 students per quarter enrolled in English-as-a-Second-Language (ESL) programs; 3,000 enrolled in distance education and 500 enrolled in weekend college; life-time earnings with an associate's degree are $217,372 more than for a person with a high school diploma; 3.6% of people with some college are

(4) College Prep Retention and Success Rate Report; and (5) CLAST (College Level Academic Skills Test) Performance Report. Data for the measures are collected from the community college student database. Highlights of the measures for 1999 include: (1) SFCC ranked 11th in the state for grade point average (GPA) performance, with 74% of associate of arts (AA) students achieving a GPA of 2.5 and above; (2) systemwide, 73% of students achieved a GPA of 2.5 and above; (3) retention rate for AA students at SFCC was 62%, while the systemwide rate was 63%; (4) college prep success rate for reading at SFCC was 62%, while the rate for the system was 67%; and (5) college prep success rate for math at SFCC was 45%, while the system rate was 46%. (Contains 77 references.) (NB)

ED 462 110 JC 020 178

Sheldon, Caroline
Campus Climate Survey: Student Opinions of the Campus Environme
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Community Colleges; *Educational Assessment; *Educational Environment; Educational Technology; *Participant Satisfaction; *Student Attitudes; *Student Educational Objectives; Two Year Colleges
IDENTIFIERS- *Cypress College CA

This is a report on a campus climate survey measuring Cypress Community College (California) students' general perception of the college campus and the services it provides. Students also were asked about their feelings of acceptance or belonging, as well as their satisfaction with the level of ethnic diversity present at the community college. A total of 2,004 students were surveyed, and 1,019 (51%) responded. Survey results showed that approximately one-third of the community college's student population can be classified as non-traditional. A third of the community college students are: over the age of 24, non-U.S. natives, learning English as a second language, and working full-time. Nearly 20% of the surveyed students reported taking classes exclusively at night. Most students reported to have access to the Internet and a computer at home. The three most commonly reported reasons for attending the community college were price, location, and available college majors. Overall, most students reported being satisfied with the campus diversity, services, instruction, and their sense of belonging. (Contains 18 tables with survey questions and results.) (MKF)

ED 462 111 JC 020 179

McKee, Jonathon V.
Columbia Gorge Community College Business Survey.
PUB DATE- 01
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; College Role; *Community Colleges; *Educational Assessment; Educational Objectives; *Educational Technology; *Job Training; *Labor Force Development; Outcomes of Education; Program Evaluation; *Schoo Business Relationship; Two Year Colleges

This is a report on a business survey conducted by Columbia Go Community College (CGCC) (Oregon) to review the success and

Educational Objectives; *Transfer Rates (College); Vocational Education

This report analyzes "vertical transfer," (or student transfe from two-year to four-year institutions, patterns in the United States. The paper explains the importance of this transition and highlights the strategies that are being employed to facilitate the transition, in addition to describing how both two- and four-year institutions can benefit from attending to the transfer issue. The report states that more than 50% of all first-year college students attend two-year institutions. In addition, student enrollment at two-year institutions is increasing at a faster rate than at four-year institutions. However, students who begin college at two-year institutions earn 15% fewer bachelor's degrees than do students who begin at four-year institutions. Nationally, since the 1970s, the number of students transferring from two- to four-year colleges has decreased relative to the total community college enrollment, despite the fact that 57% of community college students earn at least 60 semester hours of credit. The transfer rate of students in vocational-technical programs has been found to equal or exceed that of students who are in general education (transfer track) programs. This calls into question the validity of drawing distinctions between students on transfer and nontransfer tracks. (Contains 69 references.) (NB)

ED 462 131 PS 022 918

Brady, Joanne P.; Grollman, Sharon
Risk and Reality: Teaching Preschool Children Affected by Substance Abuse.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.; Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.; Office of Elementary and Secondary Education (ED), Washington, DC.; National Inst. on Drug Abuse (DHHS/PHS Rockville, MD.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substanc Abuse Prevention.
PUB DATE- 94
NOTE- 79p.; For a related research review, see ED 397 986. Companion videotape not available from ERIC. Also funded by th Office of the Assistant Secretary for Elementary and Secondar Education (ED).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Behavior Problems; *Classroom Environment; *Classroom Techniques; Cooperation; Developmental Delays; Dramatic Play; Educational Improvement; Family Environment; Fetal Alcohol Syndrome; *High Risk Students; Learning Problem Parent Teacher Cooperation; Portfolio Assessment; Preschool Education; Student Behavior; Student Evaluation; *Student Needs; Teacher Student Relationship
IDENTIFIERS- Risk Factors

In recent years, preschool and elementary school teachers have noted increases in behavior concerns and developmental delays, possibly caused by prenatal drug or alcohol exposure. This document notes that it is more important to ascertain the children's challenges than the causes. It describes the most promising practices identified for improving the learning of children at risk, whatever the reason. These are: (1) creating

NOTE- 98p.; Grant provided by the Longaberger Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Birth Weight; *Child Health; *Children; *Counties; Day Care; Demography; *Early Childhood Education; Early Parenthood; *Elementary Secondary Education; Enrollment; Health Insurance; Prenatal Care; Program Descriptions; Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Welfare Recipients; Well Being
IDENTIFIERS- *Appalachia; Child Care Costs; Day Care Availability; Indicators; Medicaid; *Ohio; Project Head Start; Subsidized Child Care Services

Noting that one of every eight Ohio children live in Appalachia counties and that preparing these children to become productive, contributing members of Appalachia's culture and economy hinges on making sure that all children are healthy, ready for school, and attend safe and effective public schools, this report is the first to examine health care, early care and education, and public education for Ohio's Appalachian children. Among the major findings of the report are that household income in Appalachia increased at a faster rate than in the rest of Ohio during the 1990s, although overall incomes remained lower than those statewide, with child poverty rates higher than those in the rest of the state. Welfare rolls have dropped dramatically since 1995. Compared to the rest of the state, there are fewer health care and child care programs available to serve Appalachian children. Despite fewer educational resources available in Ohio's urban and suburban schools, Appalachia's achievement rates on Ohio's Proficiency Tests are about equal to statewide results. In spite of poverty and limited resources, Appalachian communities are working to create partnerships and services to meet children's needs. The report includes an action agenda detailing suggestions for local leaders, businesses, and other community groups to help ensure the healthy development of children in Ohio's Appalachian region. The report further provides contact information for the programs profiled in the report. Statewide trends are noted for each indicator presented in the accompanying factsheets. Region-wide and county factsheets detail: (1) population, poverty rates, and welfare rolls; (2) children enrolled in Medicaid; (3) key birth outcomes; (4) oral health status of third graders; (5) child care costs, assistance, and supply; (6) Head Start enrollment; and (7) school district proficiency test results and trends. (Contains 36 references.) (KB)

ED 462 152 PS 030 074

Barros, Irene
A Preschooler's Dread--That New Baby.
PUB DATE- 01
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; *Emotional Adjustment; Family Relationship; Family (Sociological Unit); *Infants; Parent Education; *Preschool Children; Preschool Education; *Sibling Relationship; *Siblings; Teacher Role; Workshops

indicators of well-being, building a directory of indicators, creating a registry for interventions, developing a national index of well-being, and establishing a parenting network). The monograph concludes with recommendations for the future of child well-being, including developing a strategic plan and an alliance of child well-being partners. (Contains 142 references.) (EV)

ED 462 174 PS 030 111

Villanueva, Carmelita L., Ed.; Espada-Carlos, Lichelle Dara, Ed.
Adolescence Education Newsletter, 2001.
SPONS. AGENCY- United Nations Fund for Population Activities, New York, NY.
PUB DATE- 01
NOTE- 54p.; Published twice yearly. For 2000 issues, see ED 451 937.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Attitudes; Adolescent Development; *Adolescents; Birth; Birth Rate; Change Strategies; Contraception; Developing Nations; Early Parenthood; *Family Planning; Foreign Countries; Health Promotion; Newsletters; Pregnancy; Puberty; Reproduction (Biology); Secondary Education; *Sex Education; *Sexuality; *Well Being; Youth Problems
IDENTIFIERS- *Asia Pacific Region; Sex Knowledge; Sexual Attitudes; Sexual Relationships

This document comprises the two 2001 issues of a UNESCO newsletter addressing topics related to adolescent well-being in the Asia-Pacific region, particularly reproductive and sexual health. Each issue contains news from the region on various initiatives related to adolescent health and education, as well as Web links and publications on the subject. Countries covered in the two issues include Bangladesh, Cambodia, Central Asia Republics, China, India, Iran, Malaysia, Mongolia, Philippines, Sri Lanka, Thailand, Lao PDR, Nepal, Pakistan, and Vietnam. The brief articles provide various statistics, program descriptions, guidelines, concerns, and recommendations related to improving adolescent reproductive health and general well-being in this region. (EV)

ED 462 175 PS 030 112

Sharman, Phil, Ed.
Child Support Report, 2001.
PUB DATE- 01
NOTE- 98p.; For 2000 issues, see ED 448 881. Published monthly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Agency Cooperation; *Child Support; *Child Welfare; Children; *Fathers; Federal Legislation; Parent Child Relationship; Parent Responsibility; Parents; Program Descriptions; Religious Organizations; *State Programs; State Regulation; Welfare Reform; Welfare Services
IDENTIFIERS- *Child Support Enforcement; Incarcerated Parents; Interstate Child Support; Interstate Cooperation; Noncustodial Parents; Paternity Establishment

This document comprises the 12 issues for 2001 of the "Child Support Report," which explores problems related to child support enforcement, reports on federal and state government child support enforcement initiatives, and summarizes research

Comparative Analysis; *Counties; Diversity (Student); Early Parenthood; Family Structure; Infant Mortality; Mortality Rat Poverty; Racial Differences; Rural Urban Differences; *Social Indicators; *Trend Analysis; *Well Being

IDENTIFIERS- Child Mortality; Ethnic Differences; *Indicators; Iowa

This Kids Count data book is the eighth to examine trends in well-being of Iowa's children. The report contains information on population trends by race and ethnicity and on family composition. This statistical portrait is based on trends over the past 20 years in 6 indicators of child well-being: (1) infant mortality; (2) low birthweight; (3) births to 16- to 17-year-olds; (4) teen unmarried birth rate; (5) child abuse and neglect; and (6) high school graduation rate. Part 1 of the data book presents a discussion of diversity, with a particular focus upon children and child well-being. This section notes that the growing diversity in Iowa's child population between 1990 and 2000 has major implications for public policy, especially for child and family issues; Iowa child and family policies will need to recognize and value the increasing diversity in its population while working to reduce racial and ethnic disparities in child outcomes. Part 2 of the report provides statewide Kids Count indicator data, including child deaths and teen violent deaths, by racial and ethnic groups, offering trend data over a 10-year period. This section also details indicators for rural counties, small urban counties, and metropolitan counties. Part 3, the bulk of the report, presents county data on the six indicators and provides information on trends from 1980 to 1999. The report concludes with acknowledgements and a contact for further information. (KB)

ED 462 192 PS 030 151

Gowen, Jean Wixson; Nebrig, Judith Brennan

Enhancing Early Emotional Development: Guiding Parents of Young Children.

PUB DATE- 02

NOTE- 400p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non Classroom situations) (055)

DESCRIPTORS- *Attachment Behavior; Child Development; *Child Rearing; *Early Experience; Early Intervention; *Emotional Development; Emotional Experience; Family Environment; *Infants; *Parent Child Relationship; Parent Education; Parents; Toddlers

IDENTIFIERS- Attachment Disorders; Family Community Relationshi Security of Attachment

Noting that during the first 2 years of life, children form attachments with caregivers that profoundly affect their emotional lives, this book presents a relationship-based reflective approach to help professionals who work with families of young children to nurture those crucial bonds, giving parents the support and guidance they need. The book provides an in-depth look at emotional development from birth to 24 months, examines challenges to effective parenting, and presents vignettes that demonstrate appropriate interventions. The chapters are: (1) "It's All about Relationships: Principles for Guiding Parents"; (2) "Laying a Strong Foundation: The Building Blocks of Emotional Development"; (3) "Heart to Heart:

revitalizing communities and improving the quality of rural life. This chapter also discusses the benefits of small community schools in which students plan what to learn and how to demonstrate and evaluate their accomplishments. "The Implementation of the Vision in Rural Nebraska" (Paul A. Olson) addresses the depopulation of rural communities in Nebraska and the impact this trend has had on rural schooling. "The Abandonment of the Small School and the Need for Reviving It" (Jim Walter) compares large and small schools in terms of school financing, curriculum changes and quality, student achievement, and student development opportunities. It concludes that bigger schools are not better at providing a superior education, and that there are numerous benefits to small, rural schools. "Schools and Rural Culture: Arts and Humanities Issues" (Paul A. Olson) offers strategies for enhancing the curriculum, including activities in which students investigate their family history, their town or ethnic group, and the cultural character of the immediate region. "Education as a Tool for Economic and Environmental Development in the Sustainable Community" (Rose Jasperson, Jan Stansberry) describes successful economic development operations based in public schools. Chapter 6 provides an instructional framework for developing community-based learning units and describes nine teacher-developed units that integrate various academic areas and community study. The last chapter provides a bibliography of historic places in northeast Nebraska, resources for exploring sustainable agriculture and economic development, and a questionnaire for preparing teachers and community members for community-based education. (Contains 59 references.) (LP)

ED 462 210   RC 020 980

Levinson, Bradley A.
"...Una Etapa Siempre Dificil": Concepts of Adolescence and
  Programs of Secondary Education in Mexico.
PUB DATE- 97
NOTE- 28p.; Prepared for the Annual Meeting of the Comparative
  and International Education Society (41st, Mexico City, Mexico,
  March 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Reports - Evaluative/Feasibility (142),Speeches,
  Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Adolescents; Compulsory Education;
  Education Work Relationship; Educational History; *Educational
  Philosophy; Foreign Countries; *Ideology; Latin American
  History; *Politics of Education; Public Education; *Role of
  Education; *Secondary Education; Social Integration; Social
  Values
IDENTIFIERS- Mexican Revolution; *Mexico

An American visiting a Mexican secundaria (equivalent to the U.S. junior high school) noted the strong presence of discourses on "adolescence." This prompted an ideological and historical review of the secundaria since its development in the postrevolutionary ethos of the 1920s-30s. Inspired by a U.S. model of adolescent education in the liberal mold, the development of the secundaria was subject to the ideological swings of postrevolutionary regimes and incorporated contradictory themes. The goal was to accommodate students' "individual differences" and promote social mobility while still subordinating individual interests to the imperatives of national solidarity, equality, and collectivism. Designed early

36 steering committee and consortium leaders are listed.) (MN)

ED 461 730 CE 082 836

Wonacott, Michael E.
Career Clusters. The Highlight Zone: Research Work.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Career Choice; Career Development; *Career Education; Career Information Systems; Curriculum Development; *Education Work Relationship; Educational Change; Educational Needs; *Employment Potential; Integrated Curriculum; *Job Skills; *Occupational Clusters; *Occupational Information; Relevance (Education); Secondary Education; Technical Education; Vocational Education
IDENTIFIERS- Career and Technical Education; Indiana; Ohio; Oregon; Utah

Career clusters are part of a response to changing work and a changing workplace, a way of broadening the focus of secondary career and technical education (CTE). The following are some of the changes in work and the workplace: the nature and structure of work; leadership styles and organizational structures; the knowledge and skills needed; values and commitment; and the importance of lifelong learning. Changes in CTE include a longer, broader-term conception of work, strengthened academics, strong secondary-postsecondary articulation, and entrance to long-term careers beyond entry-level jobs. Career clusters can help students build career pathways by providing a broader focus on preparation for the workplace. Teachers, instructional designers, career counselors, and administrators need to learn about career clusters and adapt and enlarge their roles to support the use of clusters with students. A working knowledge of career clusters includes their nomenclature, complexity, and ways they are organized. Although career cluster frameworks vary, they usually include lists of occupations as clustered in the framework, as well as local labor market trends and curriculum information for teachers. (This brief profiles the career cluster frameworks of Utah, Indiana, Oregon, Ohio, and the federal government.) (Contains 20 references.) (KC)

ED 461 731 CE 082 837

Maurer, Matthew J.
Career and Technical Teacher Education Programs. In Brief: Fast Facts for Policy and Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; *Educational Needs; Higher Education; Integrated Curriculum; Knowledge Base for Teaching;

Occupational Safety and Health; *Performance Based Assessment; Program Guides; Secondary Education; *State Standards; Statewide Planning; Student Certification; Student Evaluation; Technical Occupations; *Trade and Industrial *Illinois
IDENTIFIERS- *Illinois

This document, which is intended to serve as a guide for work force preparation program providers, details the Illinois occupational skill standards for programs preparing students for employment in jobs in the heating, ventilation, air conditioning, and refrigeration (HVAC/R) industry. Agency partners involved in this project include: the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, Illinois Department of Commerce and Community Affairs, and the Illinois Department of Employment Security. The document begins with a brief overview of the Illinois perspective on occupational skill standards and credentialing, the process used to develop the skill standards, and assumptions underlying the standards. Presented next are skill standards for 75 tasks typically performed by HVAC/R technicians. Each skill standard statement contains the following components: (1) the actual skill standard (including the conditions of performance, work to be performed, and performance criteria); (2) performance elements; and (3) performance assessment criteria. The tasks for which skill standards are provided are organized into the following categories: (1) accident and emergency procedures; (2) evaluation and replacement of air conditioning units, heat pumps, and refrigeration; and (3) evaluation and inspection of furnaces and air handlers. Appended are the following: list of contents of the HVAC/R technician tool kit; glossary; lists of Transportation, Distribution, and Logistics Subcouncil and HVAC/R Technician Cluster Standards Development Committee members; and list of necessary workplace skills. (MN)

ED 461 748 CE 082 883

Illinois Occupational Skill Standards: Occupational Therapy Cluster.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- 01
NOTE- 278p.; Collaboratively produced by the Health & Social Services Subcouncil, and the Occupational Therapy Cluster Standards Development Committee. Patricia Johnson, Product Developer. For other Illinois Occupational Skill Standards, see ED 443 016-034, ED 448 350-355, ED 454 375-377 and CE 082 881-884.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Advisory Committees; *Allied Health Occupations Education; Communication Skills; Competence; Competency Based Education; Data Collection; Definitions; Education Work Relationship; Educational Benefits; Educational Needs; Educational Objectives; Employment Qualifications; Equipment Utilization; Evaluation Criteria; Glossaries; Guidelines; Interviews; Job Skills; Labor Force Development; Medical Services; Occupational Clusters; Occupational Therapy; *Occupational Therapy Assistants; *Performance Based Assessment; Physical Therapy; Program Guides; Psychotherapy; Rehabilitation; Secondary Education; *State Standards;

(Jobs); Federal Legislation; Federal Programs; Foreign Countries; Job Placement; Labor Force Development; Labor Legislation; Labor Market; *National Programs; *Policy Formation; Political Issues; *Power Structure; Program Effectiveness; *Public Policy; Salary Wage Differentials; State Programs; Trend Analysis; Unemployment; Unemployment Insurance; *Welfare Recipients; Welfare Reform; Youth Employment; Youth Programs

IDENTIFIERS- Canada; Personal Responsibility and Work Opp Recon Act; Social Policy; United Kingdom; United States; *Workfare

This book discusses the evolution of workfare policies in the United States, Canada, and the United Kingdom. Chapter 1 defines the term "workfare" and examines the concepts of transnationalizing workfare and workfarist labor regulation. Chapter 2 establishes workfare's theoretical context and explores the relationship between welfare arrangements and the labor market from the days of the workhouse system through the days of the welfare state to the emergent workfare system. Chapter 3 considers the origins of workfare in the context of restructuring or "reform" of the previous welfare programs in the United States and explores the range of meanings associated with the regulatory term "workfare" within different historical and geographical contexts. The history of welfare and workfare politics in Massachusetts is traced in Chapter 4. Chapter 5 presents a critical analysis of the methodology and interpretations of Riverside, California's Greater Avenues for Independence program. Chapter 6 traces Canada's path from welfarism to workfarism, and Chapter 7 describes the United Kingdom's recent embrace of workfare. Chapter 8 begins by presenting an abstract examination of workfare and its contradictions and ends by speculating on the future course of workfare politics. (Twenty tables/figures are included. The bibliography contains 607 references.) (MN)

ED 461 764 CE 082 912

Dwyer, Peter; Wyn, Johanna
Youth, Education and Risk: Facing the Future.
PUB DATE- 01
NOTE- 221p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; *At Risk Persons; Attitude Change; Career Development; Change Strategies; Delivery Systems; Dropouts; Education Work Relationship; Educational Attitudes; Educational Opportunities; Educational Policy; Educational Practices; *Educational Research; Equal Education; Family Life; Foreign Countries; Homeless People; Individual Development; Literature Reviews; Models; Out of School Youth; Postsecondary Education; *Public Policy; Research Methodology; Secondary Education; *Socioeconomic Influences; Trend Analysis; Womens Education; Work Attitudes; Young Adults; *Youth; Youth Employment; Youth Opportunities; *Youth Problems; Youth Programs
IDENTIFIERS- Australia; Canada; Marginalized Groups; United Kingdom; United States

This book examines how social and economic changes in the past 20 years have affected the lives of Western youth and changed their attitudes toward and experiences of work, education, relationships, and health. Part 1 reviews 10 years of research, policy, and practice related to individuals aged 15-30 in the United Kingdom, Australia, the United States, and Canada. Part 2 questions the validity of approaches to educational research and policy that measure youth life patterns with reference to the district level. These are discussed, along with lessons learned that might improve a future evaluation. (ADT)

ED 461 783 CG 031 531

Larivee, Gloria
Establishing a New Position: District Director of Guidance.
PUB DATE- 02
NOTE- 9p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Guidance; *Coordination; Educational Cooperation; Elementary Secondary Education; Guidance; Program Development; Rural Education; *School Counseling; *School Counselors; School Districts; School Guidance
IDENTIFIERS- Missouri

This paper presents an account of one school district's creation of a director of guidance position, the search for the best candidate, and the new director's beginning experiences on the job. The author discusses how she met the first challenges in the job, such as resistance from the school counselors and building support from school administration. She also describes the initial changes made in professional development, performance evaluation, and budgeting. Some of the lessons learned in the first few years are presented. (ADT)

ED 461 784 CG 031 532

Krueger, Debbie
A Leader's Three Rs: Reading, Reflecting, and Relationships.
PUB DATE- 02
NOTE- 9p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comprehensive Guidance; Elementary Secondary Education; *Empowerment; Guidance; *Interpersonal Competence; *Leaders; *Leadership; *Leadership Responsibility; School Counseling; School Districts; School Guidance
IDENTIFIERS- Texas

Empowering others and oneself is an essential task in any organizational framework. Although people are empowered internally, part of that empowerment forms the positive interpersonal relationships built with others. This article discusses how the author, as leader, has learned to empower those around her. Different power bases are listed, with brief examples of how they can be applied. The various sources of power include legitimate; resource; coercive; connection; expert; referent; and reward. Leaders must establish their power as resources capable of meeting the perceived need of their followers. They must also use this power to influence their followers toward desired changes. Applying what is learned and read helps with leadership building, along with the three Rs of leadership (reading, reflecting, relationships). (JDM)

ED 461 785 CG 031 533

older peers. Future research might collect a larger sample and query more specifically about majors. (Author)

ED 461 807 CG 031 569

Hinkelman, Jeanne M.
Converging Forces: Mexican Culture and Clinical Issues of Mexican Women.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Client Characteristics (Human Services); Cross Cultural Studies; *Cultural Influences; Cultural Traits; Economic Factors; Family Relationship; *Females; Foreign Countries; *Help Seeking; *Mental Health Programs; *Mexicans; Psychiatric Services; Public Health; Sex Differences
IDENTIFIERS- Cuento Therapy; *Mexico

Mexican women tend to have limited access to medical and mental health care resources. Some of the common clinical issues experienced by Mexican woman are psychological conflict, depression, anxiety, and psychosomatic symptoms. Appropriate treatment approaches for therapy varies depending on the nature of the presenting problem. If clinical issues are intrapsychic, introspective or behavioral approaches to mental health treatment may be appropriate. If issues are external in nature, therapy may be aimed at social action and alleviating the problems of poverty and discrimination. There is a social-cultural situation for some women known as "Marias" living in large urban cities. These poor, uneducated women are highly discriminated against and very isolated. Just like other Mexican women, the "Marias" rarely seek help on their own and use an authority figure to intercede for them. An important part of counseling Mexican women is considering their psychosocial, economic, and political situation. Family therapy is often recommended in working with Mexican women due to the importance of the extended family, and group therapy may be beneficial. Cuento (folklore) therapy may be appropriate with the children. (Contains 13 references.) (Author/JDM)

ED 461 808 CG 031 570

Hinkelman, Jeanne M.
Preparing Students for the International Marketplace: International Work Programs.
PUB DATE- 01
NOTE- 31p.; Paper presented at the Annual Meeting of the American Psychological Association (109th, San Francisco, CA, August 24-28, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; College Students; *Cross Cultural Studies; *Global Approach; Higher Education; *International Cooperation; *Overseas Employment; Student Personnel Services; Study Abroad
IDENTIFIERS- *International Business Education

needs should be considered by the teacher when poetry is stressed in reading and writing connections. Reading poetry emphasizes holism in that the entire poem is read to students before a discussion to analyze its contents follows. Holism in poetry reading should stress providing background information to students prior to the "read aloud." Holism in poetry study is needed so that students reflect upon the inherent ideas, not on segments. Students should practice writing the particular kind of poem after it has been introduced. Imagery (used by poets) may be divided into two kinds: similes and alliteration. There are numerous types of poems for students to study and write: rhymed verse (couplets, triplets, quatrains, limericks), haiku, tankas, and free verse. Poetry written by the student may be placed in a binder for later reading. Poems may be studied in an integrated curriculum or in separate units of study. During sustained silent reading students may choose poetry for reading as well as prose. (NKA)

ED 461 828   CS 014 569

Ediger, Marlow
Formative Evaluation in the Reading Curriculum.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Evaluation Methods; *Formative Evaluation; *Instructional Improvement; *Portfolios (Background Materials); *Reading Instruction; Test Results; *Test Use

Formative evaluation emphasizes continuous assessment within a unit of study. There are many ways which may be used by the reading teacher to ascertain pupil achievement: teacher observation, a checklist of important reading behaviors, rating scales, anecdotal statements, teacher written tests, class discussions, self evaluation forms, parent/teacher conferences, data from state mandated tests, and input from teacher aides, student teachers, and substitute teachers. State mandated tests may be improved by addressing their validity and reliability, by presenting data to teachers early in the school year so instruction may be altered, by being pilot tested, and by making accommodations for the handicapped. Teacher accountability may well be shown in portfolio form, and might include snapshots of pupil products, representative papers of pupil work, awards and recognition received by the teacher, and certificates of attendance at workshops. Ratings given by supervisors pertaining to the quality of teaching need inclusion in the portfolio as well and may be used in formative evaluation to improve ongoing instruction. (RS)

ED 461 829   CS 014 570

Ediger, Marlow
Summative Evaluation in Reading.
PUB DATE- 02
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Secondary

Mail; Higher Education; *Statistical Analysis; Writing Across the Curriculum; *Writing Workshops
IDENTIFIERS- *Indiana Univ Purdue Univ at Indianapolis; Intensive Courses; Writing Contexts; *Writing to Learn

Indiana University-Purdue University at Indianapolis (IUPUI) offers an annual 2-week intensive Summer Faculty Writing Forum. This Forum accepts up to 15 faculty each year from schools and disciplines across the campus. These faculty members, more used to the role of writing to demonstrate learning, investigate the capacity of writing to communicate learning, enhance learning, improve critical thinking, and reflect upon and evaluate learning. They design writing assignments, develop rubrics, and explore how to respond to written work more effectively. Upon completing the Forum, all faculty are asked to apply have they have learned to their own teaching, and to disseminate successful applications among their colleagues. This paper focuses on the 3-semester application of one Forum participant, an application that has evolved into a research project that clearly demonstrates the power of writing-to-learn to improve student understanding of quantitative analysis. The paper traces this evolution through e-mail exchanges between a professor of computer technology and the Director of Campus Writing. It includes exchanges sent between September 1998 and March 2001. (NKA)

ED 461 849 CS 217 791

LeCount, David E.
Nonstandardized Quests: 500 Writing Prompts That Matter.
PUB DATE- 02
NOTE- 134p.; Foreword by Susan Ohanian.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Writing; *Expository Writing; Secondary Education; Self Expression; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Writing Motivation; *Writing Prompts; Writing Samples

The collection of 580 provocative writing prompts in this book is designed to release students from standardized writing assessments and encourage student research, reflection, and exploration. Seeing creative and expository writing for English and other subjects as multidisciplinary opportunities for self-expression, the author of the book provides prompts that unify diverse fields of knowledge and offer new meaning to them. The book's prompts also encourage word play, inspire both teachers and students to enjoy their own choices, and discourage the fruitless search for "the right answer" or the drudgery of working for grades at the expense of discovering meaning and experiencing true delight. Much more than a list of topics, the book also includes student writing samples woven throughout the prompts--these student responses make the book read like a narrative, a portrait of adolescence in which students find their own voices. Appended is a list of Web sites that coincide with many of the prompts. (Grade level: 6-12.) (NKA)

ED 461 850 CS 217 798

Burmark, Lynell
Visual Literacy: Learn To See, See To Learn.
PUB DATE- 02

exemplary instruction of writing in every classroom in America. With this annual report for 1998, the National Writing Project celebrates the 25th anniversary of its founding and also celebrates an increase in base funding from the federal government for fiscal year 1999 from $5 million to $7 million. The report notes that the new funding puts the NWP on the path to bringing it within reach of every teacher in the nation and allows for larger site grants, more new sites, and increased program assistance to sites. It also notes that the NWP plans to expand its dissemination activities, from its Web site to its publications. The annual report is divided into the following sections: The Importance of Writing; Teachers Teaching Teachers; An Enduring Model; Programs To Meet Diverse Needs; The Expanding Network; The Need for Teacher Leadership; Map of NWP Sites; A Quarter Century and Still Growing; Special Initiatives; Reaching Teachers Nationwide; Building Capacity; Gaining Local Support; Financial Statements; and Funders, Board of Directors, Senior Staff. (NKA)

ED 461 871 CS 217 821

National Writing Project Annual Report, 1999.
SPONS. AGENCY- Department of Education, Washington, DC.; Annenberg Rural Challenge, Granby, CO.; DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; California Univ., Berkeley. Graduate School of Education.; National Endowment for the Humanities (NFAH), Washington, DC.; Jesse Stuart Foundation, Ashland, KY.
PUB DATE- 00
NOTE- 21p.; Data collected by Iverness Research Associates. For the 1998 annual report, see CS 217 820. Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Elementary Secondary Education; Higher Education; Learning Strategies; *Professional Development; *Writing Improvement; *Writing Instruction; *Writing Skills; *Writing Teachers
IDENTIFIERS- *National Writing Project

The mission of the National Writing Project (NWP) is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the NWP seeks to promote exemplary instruction of writing in every classroom in America. The goals of the National Writing Project are to: improve student writing and learning in K-16 classrooms; extend the uses of writing in all disciplines; provide schools, colleges, and universities with an effective professional development model; and identify, celebrate, and enhance the professional role of successful classroom teachers. In 1999, the NWP grew to 167 sites across the country and expanded its reach to better serve more teachers in more places across the nation by improving the quality and increasing the number of programs. This annual report is divided into the following sections: From the Executive Director; Extending Our Reach--A Five-Year View; Building the Network; Expanding Our Programs; Succeeding with the Model; Supporting Local Site Innovation; Map of NWP Sites; Developing Teacher Leadership; Serving Teachers' Needs; Communicating in Print and Online; Marking the Impact of Our Work; Financial Statements; and Funders, Board, Senior Staff.

Can't Go Home Again" (Charles Moran); "My Laptop Ambivalence: Some Speed Bumps on the High-Tech Road to Writing" (Susan Cvengros Mortensen); "Staging Learning: The Play's the Thing" (Jean Hicks and Tim Johnson); and "Kyle's Surprises: Anecdote as a Strategy to Strengthen Student Writing" (Edward Darling). Articles in the fourth issue include: "Collaborative Dialogue: When Writing Becomes a Social Act" (Mary T. Mackley and Carole Jonaitis); "Struggling To Compose: How Children Regard Themselves as Writers" (Anne Alpert); "When a Student Hands Me a Line Like This" (Georgia Tiffany); "Teachers at the Center: A Memoir of the Early Years of the National Writing Project" (James Gray); "Bicultural Literacy: A Personal Exploration" (Marcia Venegas-Garcia); "Accidental Poetry: A Literacy Autobiography" (Carol Case); and "Reflective Friday: Time Out To Think" (Kim Douillard). (RS)

ED 461 889 CS 217 847

Bauman, Amy, Ed.; Peterson, Art, Ed.
The Quarterly of the National Writing Project, 2001.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 01
NOTE- 174p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Process Approach (Writing); Program Descriptions; *Writing (Composition); *Writing Instruction; Writing Skills; Writing Workshops

Articles in this publication address the writing process, teaching writing, and research on the teaching of writing, and take the form of personal experience or opinion, or explore the work of others who have contributed to the field. Articles in the first issue of this volume include: "It's a Frame-Up: Helping Students Devise Beginnings and Endings" (Romana Hillebrand); "Back to Square One: What To Do When Writing Workshop Just Doesn't Work" (Glorianne Bradshaw); "Experiments in Reading and Writing: The New York City Writing Project at Work" (Nancy Wilson); "Listening to College Writers" (Anne-Marie Harvey); and "Promoting Social Imagination through Interior Monologues" (Linda Christensen with Bill Bigelow). Articles in the second issue include: "Works in Progress: First-Year College Students after EN101" (Helen Collins Sitler); "Author to Author: How Text Influences Young Writers" (Dina Sechio DeCristofaro); "Everything I Know about Teaching Language Arts I Learned at the Office Supply Store" (Kathleen O'Shaughnessy); "Using Favorite Songs as Prompts" (Michael Fulton); "Lessons from Tony: Betrayal and Trust in Teacher Research" (Sharon K. Miller); and "The Writing Process Rejected" (Orlean R. Anderson). Articles in the third issue include: "Tensing up: Moving from Fluency to Flair" (Suzanne Linebarger); "We All Have 'Lots of Yesterdays': How Creative Nonfiction Enlivens the Secondary Writing Classroom" (Meredith Eastburn with an Introduction by Dave Winter); "Working with Beginning Writers" (Alisa Daniel); "'Let's Talk': Building a Bridge between Home and School" (Catherine Humphrey); "A Voice That Is Heard: Living the Writing Project Philosophy as Coaches" (Sidnie Myrick); and "Episodic Fiction: Another Way To Tell a Story" (Pen Campbell and Dan Holt). Articles in the fourth issue of this volume include: "Stories and the Teaching Life" (Tim Gillespie); "Teaching Mining; Mining Teaching" (Peggy Riley); "Matching Reading Models and Strategies" (Mary Frances Landenwich); "Portfolios That Make a Difference: A Four-Year Journey" (Judith Ruhana); "A Place for Talk in a Writers' administrators can best support data-driven reform processes by providing vision and leadership. Results can include a higher level of student achievement and the school assuming a more professional and civil culture of inquiry. (Contains 11 references.) (RT)

ED 461 912 EA 031 459

Simpson, Robert J., Ed.; Duke, Charles R., Ed.
American Overseas Schools.
PUB DATE- 00
NOTE- 272p.; Published in agreement with Appalachian State University.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; *Educational Administration; Elementary Secondary Education; Foreign Countries; *International Education; *School Security
IDENTIFIERS- Appalachian State University NC; Dependents Schools

A compilation of articles examines the similarities and differences of educational administration in schools for American students overseas. The "Introductions and Orientations" section includes: "The Association for the Advancement of International Education" (Lewis A. Grell); "The Office of Overseas Schools of the United States Department of State" (Keith Miller); "A Brief History of the Education of the U.S. Military Dependents: 1821 to 2000" (Thomas T. Drysdale); "The American Overseas Schools Historical Society" (Thomas T. Drysdale); and "Appalachian State University's Involvement" (Charles R. Duke). Types of overseas schools are explained in Chapter 1, "Governing Boards and U.S. Interests" (Gilbert Brown). Chapter 3 examines cultural differences with "Intercultural Sensitivity and Culture Shock" (Paul T. Luebke and Kevin F. Gaw). Chapter 3 consists of "Parents and Students in Overseas Schools" (Richard Chesley). Chapter 4 deals with school staff recruitment and experiences and consists of: "Part I: Staffing American Overseas Schools" (Daryle D. Russell and Jane Larsson); an introduction to "Part II: Voices of Experience" by the preceding authors. The series of first-hand experiences are: "Arrival" (Al Beerbaum); "Manila Reception: Bombs and Typhoons" (Daryle D. Russell); "Southeast Asia" (Paul Luebke); "Ethiopia and the Fall of Haile Selassie" (Richard Chesley); "The Iranian Revolution: Twelve Months That Shook the World" (John Magagna); "The Gulf War Crisis" (Daryle D. Russell); "Kuwait, the Gulf, and a New Job Assignment" (Ralph Jahr); "The Kobe Earthquake" (Stuart Young); "Pets" (Daryle D. Russell); "Not Enough Screening" (Robert B. Gaw); "The Headmaster's Duties, or the Smoking Paper Clip" (John Sly); "Domestic Servants" (John Sly); "The U.S. Embassy Commissary" (Daryle D. Russell); "Wine Tasting and Toga Parties" (Daryle D. Russell); "Host Country Legalities and Uncertain Interpretations" (Daryle D. Russell); "Downsizing--Interpreting Portuguese Labor Laws" (Robert Ambrogi); "The Joy in Interpreting Maternity and Other Leave Policies" (Connie Rieske); "Being Sued" (Daryle D. Russell); "The Short but Happy Life of a New Faculty Association" (Daryle D. Russell); "Moving on" (Richard Strickland); and "A Most Complicated Teacher-Termination Episode" (James Ambrose). Introducing chapter 5 is "Overseas School Management: First Person Accounts" (Robert B. Gaw and Max R. Tudor). After an introduction by the preceding authors are first-person accounts: "Seize the Day" (Daniel Egeler); "Changing Enrollments" (Judith Glickman); "Old Dogs, Children, and Watermelon Wine" (Clifford Strommen); "Many Hats

DESCRIPTORS- *Educational Administration; Elementary Secondary Education; Foreign Countries; *Leadership; *Leadership Styles; *School Administration
IDENTIFIERS- South Africa

Although the study of educational leadership has gained in prominence in the last 2 decades, leadership as a concept remains as elusive as ever, prompting some authors to argue that the search for a general theory of leadership is futile. This paper argues that further conceptual and empirical work on educational leadership is useful in avoiding frequently occurring misconceptions, and in understanding the possibilities and constraints for leadership in school operations and change. "Leadership" is defined here in relation to management and headship and should be understood as a complex interplay of personal, organizational, and broader social contexts rather than as attributes of persons or positions. Variants of leadership theory discussed include the "great man" or trait theory, the contingency and situational approach, and transformational leadership theory. Positive and negative aspects of educational leadership are illustrated in South African case studies where different schools show organizational resiliency or dysfunction. Current challenges for educational management and leadership are also discussed. If schools are to meet the goals of providing high-quality teaching and learning for all students in the most equitable way possible, educational leaders and theorists of leadership need to work creatively with complexity. (Contains 92 references.) (RT)

ED 461 931 EA 031 525

Williamson, Ronald; Hudson, Martha
The Good, the Bad, the Ugly: Internships in Principal Preparation.
PUB DATE- 01
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Houston, TX, August 7-11, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Elementary Secondary Education; Internship Programs; *Leadership Training; Mentors; Principals; Program Effectiveness; Program Evaluation; Teacher Student Relationship
IDENTIFIERS- *North Carolina; *Reform Efforts

A theme common to recommendations for change in school leader preparation is that preparation be grounded in practice and include field-based experience or internship. Despite recognition for reform, substantial change has been slow to emerge. This study was conducted in North Carolina in 1995 to assess revised leadership preparation programs established by the state. Despite standards revisions, many problems remain in actual practice. Examples include interns being seen as part of school staff or ignored, inability to afford full-time internship, nonconstructive relationships between mentors and interns, and assignments to irrelevant duties. Having access to a quality principal who is also a good mentor is key to having a successful internship. A good mentor is willing to give the intern real and significant responsibilities, the opportunity to try without risk of reproach, time for constructive feedback and processing of those experiences, and understanding of "inside stories" and thinking that underlie administrative decisions and actions. The internship experience can be new monitoring system; and a new teaching certificate. Results for students with disabilities are reported for graduation rate, dropout rate, participation and performance in statewide assessments, qualified personnel, disproportionality based on race, long-term suspensions and expulsions, and post-school outcomes. Next, data on school district programs and services are presented including number of special education students served, related services, and placement in the least restrictive environment. The last three sections concerning students with disabilities address resolution of special education disputes, special education funding, and the unmet needs of students with disabilities. Information provided for gifted and talented students includes identification of three department of education accomplishments and data on numbers of gifted/talented students served, the services provided, gifted and talented funding, and five unmet needs of gifted and talented students. Four appendices provide additional data on funding and number of students served by district. (DB)

ED 461 951 EC 308 798

Howard, Marilyn
Serving Exceptional Children: A Report to the Idaho Legislature, January 2001.
PUB DATE- 01
NOTE- 47p.; For the 1998-1999 report, see EC 308 798.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Gifted; Outcomes of Education; School Districts; *Services; *Special Education; State Departments of Education; *State Programs; *Statistical Data; Talent
IDENTIFIERS- *Idaho

This report presents information about Idaho programs and services for exceptional students (those with disabilities or gifts and talents requiring special educational services) for the 1999-2000 school year. First, four major accomplishments of the state department of education are listed including activities supported by a federal state improvement grant, the monitoring system, training and technical assistance, and establishment of alternate assessment and extended achievement standards. Results for students with disabilities are reported in terms of accomplishments, opportunities for improvement, qualified personnel, disproportionality based on race, long-term suspensions and expulsions, and post-school outcomes. Next, data on school district programs and services are presented including number of special education students served, related services, and placement in the least restrictive environment. The last three sections concerning students with disabilities address resolution of special education disputes, special education funding, and the unmet needs of students with disabilities. Information provided for gifted and talented students includes identification of two Department of Education accomplishments and data on numbers of gifted/talented students served, the services provided, gifted and talented funding, and four unmet needs of gifted and talented students. Four appendices provide additional data on funding and number of students served by district. (DB)

ED 461 952 EC 308 799

Fraley, Camille, Ed.

200 individuals with disabilities were served and far more than the projected 4,000 hours of adapted or regular physical education assistance were delivered. Additionally, the project director answered numerous questions about adapted physical education via the Internet. The project also made 52 presentations and generated 62 publications. Specific project accomplishments and methods of evaluation are reported for each of 10 objectives. The report also lists the additional sites and programs involved, the presentations given, publications, reviews on manuscripts related to the grant, professional consultations, and honors and rewards received. Sample brochures are attached. (DB)

ED 461 970 EC 308 821

Access to the Future: Preparing College Students with Disabilities for Careers. DO-IT.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 8p.; Accompanying 14-minute videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Career Development; *Civil Rights Legislation; *Compliance (Legal); *Disabilities; *Equal Opportunities (Jobs); Higher Education; Legal Responsibility; Program Development
IDENTIFIERS- *Americans with Disabilities Act 1990

This document and its accompanying 14-minute open-captioned videotape summarize legal issues related to the employment of people with disabilities, methods for creating inclusive programs, accommodation strategies, and tips for working with individuals with disabilities. The section on legal issues considers requirements of the Americans with Disabilities Act (ADA) and provides the ADA definition of a person with a disability. Guidelines for creating an inclusive career development program address design and physical environment, printed and electronic resources, recruitment, and accessibility of events. Ten suggestions for working with persons with disabilities are offered, such as recognizing that the person with the disability is the best resource when determining appropriate modifications. Suggestions for career counselors working with employers include ways to identify possible accommodation strategies. Eight organizational resources are identified with a brief explanation of their services. (DB)

ED 461 971 EC 308 822

Salzberg, Charles L.; Morgan, Robert L.; Gassman, Gregory W.; Pickett, Anna Lou; Merrill, Zan
Enhancing Skills of Paraeducators: A Video-Assisted Training Program. Multimedia Kit .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 71p.; Cover page varies.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

"Incubation: A Neglected Aspect of the Writing Process" (Stephen Krashen); "Effective Reading Instruction for ESL Students" (David and Yvonne Freeman); "Conflict Resolution: What Teachers and Students Should Know" (Anita Wenden); "English Language Education in Japan" (Hideko Ogose); "Rethinking Classroom Management: Creating an Effective Learning Community" (JoAnn Crandall); "Harry Potter and the English Language Learner" (Kathy Coatney); "How Good is Your Vocabulary Program" (Paul Nation); "New Professional Development Strategies" (Kirsten Schaetzel and Liz England); "Picture Your Students Talking: Using Pictures in the Language Classroom" (Andy Curtis and Kathleen M. Bailey); "Putting the 'Pro' into TESL/TEFL Professionalism" (Tina Edstam); "Accreditation for Postsecondary English Programs in the U.S." (Teresa D. O'Donnell); "Student Clubs for Enhancing Career Aspirations" (Lucy K. Spence); "What Are We Worth? ESL Salary Survey" (Adelaide Parsons); "FT vs. PT: Do Part-Timers Deserve Pro-Rated Salaries?" (Jack Longmate); "Distance Learning for ESL/EFL Professionals" (Thomas Nixon); "Maximizing Classroom Participation" (Karen Englander); "English Language Teaching in Greece" (Misty Adoniou); "TOEFL Scores and Admissions: Using TOEFL Scores Ethically" (Raymond S. Tasker); "Teaching the Complex Task of Writing" (Tim Caudery); "Book Clubs Make Reading Fun for Adults" (Barbara Casey and Jennifer Quinn Williams); and "English Language Teaching in Egypt" (Doaa Abdul Monem, Wael El-Sokkary, Carol Haddaway, and Beverly Bickel). Also included are editor's notes, letters to the editor, news briefs, conference calendars, reviews, catalog showcase, and regular columns. (SM)

ED 461 990   FL 027 136

de Guerrero, Maria C. M.; Villamil, Olga S.
Metaphor Analysis in Second/Foreign Language Instruction: A Sociocultural Perspective.
PUB DATE- 01
NOTE- 20p.; Revised version of paper presented at the Annual Meeting of the American Association of Applied Linguistics (St. Louis, MO, February 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Secondary Education; English (Second Language); Language Teachers; *Metaphors; Reflective Teaching; Research Methodology; Second Language Instruction; Teacher Attitudes

This paper reviews the use of metaphor analysis as a research tool in education, specifically second or foreign language (L2/FL) education, recommending the application of sociocultural theory as a coherent framework to explain how L2/FL teachers construct metaphorical conceptualizations of their profession. It presents examples from a study supporting the view of metaphor as a socially grounded cognitive tool mediating the way English as a Second Language (ESL) teachers speak and think about their field. The study examined the extent to which teachers appropriated metaphors and used them for constructing their own personal belief systems. Teachers read the prompt, "An ESL teacher is like..." then wrote an original metaphor that best represented how they saw themselves as ESL teachers, also identifying assumptions and theories underlying the metaphors. Results revealed a complex process of appropriation and transformation, whereby the conventional development levels. The predominant language of instruction was English. Listening, oral reading, oral speech production, and writing were most often observed. There were few English language development lessons or experiential hands-on learning activities, and very little primary language support was seen. Considerable confusion occurred about the definition and implementation of the two Structured English immersion models, resulting in uneven implementation of the program. Teachers noted a lack of resources and training. They also reported that parents could not help students with homework. Seven appendixes include information on the study and tables and charts on ELL education. (SM)

ED 462 010 FL 027 160

Lin, Li-Yun
Manipulating DVD Technology To Empower Your Teaching.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classrooms; Cooperative Learning; *Educational Technology; *English (Second Language); Higher Education; Laboratories; Second Language Instruction; Second Language Learning; Teaching Methods; Videotape Recordings
IDENTIFIERS- Digital Technology; DVD Technology; Subtitles

This paper demonstrates how the Digital Video Disc (DVD) video player, with or without computer technology, can provide powerful and multiple functions within the college classroom (particularly the English-as-a-Second-Language classroom), enabling the teacher to design various film activities, create different subtitles for different ability level students, and facilitate students' increased participation in the content selection and the design of learning activities. The paper describes DVD technology and offers techniques and guidelines for using it and for conducting learner-centered, cooperative teaching. It presents a sample DVD learning activity involving the film, "You've Got Mail." The main goals of the paper are to encourage more teachers to use high-tech audiovisual equipment in the learner-centered laboratory classroom and to urge school administrators to equip modern laboratory classrooms with high-technology that can improve students language learning and overall academic performance. (SM)

ED 462 011 FL 027 161

Tutunis, Birsen Tan
Awareness Raising on Learner's Listening Strategies and Its Impact on the Listening Performance.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; *Cognitive Style; *English (Second Language); Foreign Countries; Higher Education; *Language Proficiency; *Learning Strategies; *Listening Skills; Skill Development
IDENTIFIERS- Turkey

This paper reports on a classroom-based research project that

*Educational Planning; Educational Technology; Evaluation Methods; Evaluation Utilization; Higher Education; *Information Dissemination; Institutional Evaluation; Institutional Research; Program Evaluation; Surveys

IDENTIFIERS- *Nova Southeastern University FL

Many of the services, functions, and publications of Research and Planning at Nova Southeastern University, Florida, were studied. The evaluation was aimed at university improvement and to meet the requirements of the Commission on Colleges of the Southern Association of Colleges and Schools that each institution examine the effectiveness of its institutional research process. Research and Planning distributed an internal survey of research and planning to 122 faculty and staff members in January 1995. The distribution list was broad-based, reflecting personnel in all service departments and academic centers that had received services form Research and Planning in the prior year. The overall response rate was 52.5%. Respondents generally offered a favorable rating of Research and Planning, yet it was evident that many statements were left unanswered by survey respondents. Examination of the solicited comments confirmed the opinion that many at the university were not fully aware of the services offered by Research and Planning and its function within the university. Recommendations in this report center on the need for increased communication about the services and functions of Research and Planning, focusing on the use of electronic messages and delivery alternatives supported by Nova Southeastern University's host computer. The use of technology is judged appropriate, efficient, and within the spirit of the university's mission statement. Some of the figures contain more than one embedded table. (Contains 17 figures and 28 tables.) (SLD)

ED 462 033 HE 034 646

SREB Study Indicates Serious Shortage of Nursing Faculty.

PUB DATE- 02

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; *Diversity (Faculty); Ethnicity; Higher Education; *Nursing Education; Racial Composition; Teacher Characteristics; Teacher Recruitment; *Teacher Supply and Demand

IDENTIFIERS- *Nurse Educators; Southern Regional Education Board

The Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing appointed an ad hoc committee to study the implications of nursing shortages for nursing education programs in the 16 SREB states and the District of Columbia. In May 2001, surveys were sent to 491 colleges and universities that prepare students for licensure as registered nurses, and 275 of these institutions completed and returned their surveys. Most of the responding nursing institutions were in rural areas or small cities and in public colleges or universities. These institutions offer 525 programs, of which 58% are associate's programs and 141 graduate programs (75% master's programs). Thirty-one percent of these institutions offer courses off campus. In the 2000-2001 academic year, only 28 doctoral graduates and 209 master's graduates had completed formal preparation as nurse educators, and there were 432 unfilled positions for nurse educators. A total of 342 nurse educators had resigned, and 144 had retired. There were, in

DESCRIPTORS- *Eligibility; Higher Education; *Student Financial Aid; Veterans; *Veterans Education
IDENTIFIERS- General Accounting Office; *Higher Education Act Title IV

In response to a request from Congress, the General Accounting Office studied veterans education benefits, known as GI benefits, comparing the benefits received by veterans with those received by nonveterans and investigating whether receiving GI benefits affects veterans eligibility for other financial aid. Data were collected from two U.S. Department of Education databases with information on large numbers of veterans and nonveterans. Findings suggest that the receipt of GI benefits may affect veterans eligibility for some federal grants, loans, and tax incentives. Under Title IV, receiving GI benefits does not affect the amount of aid veterans may receive under the Pell grant and Stafford loan programs, but it may affect the amount they receive in unsubsidized loans and through campus-based programs. In some cases, GI benefits are considered as another source of financial aid for students, which may decrease financial need and the amount of need-based aid provided. Receiving GI benefits may also affect the amount veterans can claim in federal tax incentives available for postsecondary education. On average, veterans and nonveterans with comparable characteristics are awarded similar amounts of federal Title IV aid, and when GI benefits are included, the total amount of federal assistance is greater for veterans than for nonveterans. Appendix 1 contains a chart of estimated Title IV aid awarded to students, and Appendix 2 contains comments from the Department of Veterans' Affairs. (SLD)

ED 462 053 HE 034 680

Directory of Higher Education, 2002.
PUB DATE- 02
NOTE- 56p.; For the 2001 directory, see ED 451 821.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Colleges; *Higher Education; Resources; *State Boards of Education
IDENTIFIERS- *Illinois

This directory contains addresses or other contact information for members of the Illinois Board of Higher Education and administrators at Illinois public and private colleges. Mailing addresses are given for members of the state Board of Higher Education and members of the boards of the institutions listed, and telephone numbers are provided for higher-level administrators at the public institutions, with an institution telephone number and the name of the president or some other official for each private institution, whether for-profit or not-for-profit. Information is given for 9 public institutions, the Illinois Community College Board, 51 community colleges, 99 not-for profit independent institutions, 11 for-profit private institutions, and other state and public agencies. (SLD)

ED 462 054 HE 034 681

Postsecondary Education Opportunity, 1999.
PUB DATE- 99
NOTE- 218p.; Published monthly. For the 1998 volume, see ED 429 521.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative

NOTE- 136p.; With Nancy Protheroe and Elizabeth Shellard; Assistance provided by: Christopher Murphy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; Computer Mediated Communication; *Computer Uses in Education; Cooperative Learning; Elementary Secondary Education; *Internet; Safety
IDENTIFIERS- Acceptable Use Policy; Technology Utilization; Web Sites

This book is designed to help educators use the Internet to engage students actively in learning and thus help them achieve high curriculum standards. Section 1 explores the Internet's potential as a tool to create learning experiences that will engage students as active learners. Section 2 discusses the use of the Internet for communication and collaboration. Examples of ways that the Internet supports these two components of engaged learning are explored. Section 3 provides specific information about how to use the most common Internet communication and collaboration tools, such as e-mail and newsgroups. Sections 4 through 6 focus in on the World Wide Web and the resources it offers for enhancing and enriching instruction. Section 7 deals with how to keep students safe as they explore the Web, including filtering programs and acceptable use policies. Section 8 offers general guidelines for bringing the information in the preceding section together to make Internet resources an embedded part of instruction. (Appendices include a sample acceptable use policy and formats for citing information found on the Internet. Contains a glossary. Contains 45 references.) (MES)

ED 462 072 IR 021 034

Rainie, Lee; Kalsnes, Bente
The Commons of the Tragedy: How the Internet Was Used by Millions after the Terror Attacks To Grieve, Console, Share News, and Debate the Country's Response.
PUB DATE- 01
NOTE- 16p.; Surveys done by Princeton Survey Research Associates.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Mediated Communication; Current Events; *Internet; Mass Media; Telephone Surveys; *Terrorism; Use Studies
IDENTIFIERS- *September 11th Attacks; *Technology Utilization

This report presents the results of phone surveys that examined Internet use following the terrorist attacks of September 11, 2001. Findings include: (1) in the first days after the attacks, the number of people using the Internet fell; (2) overall usage was down, but the people using the Internet were surfing aggressively; (3) there was a rise in Internet use for getting news; (4) fewer people used the Internet for fun activities or for things unrelated to news right after the attack; (5) in the final weeks of September, patterns of Internet use were returning to average levels; (6) television was the primary news source and the telephone was the primary communications tool even for Internet users; (7) a third of Internet users posted or read comments about the attacks on an Internet bulletin board, chat room, or listserv; (8) about a third of Americans had some trouble placing phone calls on September 11, and 43% or Internet users had some trouble unemployed, compared with 8.5% with only high school degrees; and professional/technical students earn an average of $8,000 per year more after BCC training; and (3) service impacts, including: BCC offers a complete range of educational services--on-campus Head Start program and childcare center, radio and television station, no-cost community workshops and programs, and volunteer service activities. The study concludes that BCC is a high-knowledge impact institution. (Includes 36 tables, 6 figures, and 1 appendix.) (KP)

ED 462 091 JC 020 156

Christophersen, Kjell A.; Robison, M. Henry
The Socioeconomic Benefits Generated by the Wisconsin Technical College System. Volume 1: Main Report and Volume 2: Detailed Results and Executive Summary.
PUB DATE- 01
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Role; *Community Colleges; *Economic Development; *Educational Benefits; *Educational Finance; Labor Force Development; *Outcomes of Education; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Wisconsin Technical College System

This document is a report on the Wisconsin Technical College System's (WTCS) benefits to community college students and the overall state economy and welfare. The report shows how the WTCS rates, using the Association for Community College Trustees' (ACCT) model for measuring the economic and social benefits of technical colleges to their surroundings. The ACCT model is based on economic theories, functional relationships among technical colleges, its students, the community, and education-related data. The model tracks four types of technical college benefits: (1) contributions to job and income formation; (2) higher earnings captured by exiting students; (3) a broad collection of social benefits (improved health, reduced crime, lower welfare and unemployment); and (4) the return to taxpayers for their support to technical colleges. Results show that the WTCS accounts for approximately 3,852 million dollars of the annual earnings in the state. Technical college students are reported as enjoying a 20% return on their investment of time and money at the community college. State statistics have shown improved health, reduced welfare, less unemployment, and lower crime, which has saved the state over 45.5 million dollars. Finally, taxpayers are shown to have a 100% return rate on their investments--on average, they recover all invested money in 2.2 years. (MKF)

ED 462 092 JC 020 157

Talltree, Claire; Hodge, Valerie
A Portrait of Students at Bellevue Community College, Fall 1999.
PUB DATE- 01
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Community Colleges; Employment; *Student Attitudes; *Student Behavior; *Student Characteristics; *Student Educational Objectives; Student Experience; Student Surveys; *Two Year College Students; Two

quality of the college's degree and certificate programs in business administration, computer application systems, and computer information systems. The community college surveyed 104 local businesses to verify the perceived community need for graduates from the preceding programs. A total of 72 (69%) of the businesses responded. These organizations expressed the desire and intent to hire new employees with such backgrounds as CGCC described within the next 2 to 3 years. Accountant, office clerk, administrative assistant, marketing analyst, Web page designer, and computer systems manager were the top professional positions desired by responding businesses. The companies also reported that they would support continuing education for their current and future employees. They showed equal preference to work experience and college education for potential employees. The report contains two appendices, the survey instrument, and additional comments from respondents. (MKF)

ED 462 112 JC 020 180

Recommendations to the Virginia Community College System Concerning the Role of Virginia's Community Colleges in PK-12 Teacher Preparation.
PUB DATE- 00
NOTE- 32p.; "A Report from the VCCS PK-12 Teacher Preparation Task Force."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; *Curriculum Development; Educational Assessment; Educational Objectives; Elementary Secondary Education; *Faculty Development; Labor Force Development; Partnerships in Education; Program Implementation; *Teacher Evaluation; Two Year Colleges
IDENTIFIERS- *Virginia Community College System

This document discusses the teacher preparation recommendations from a task force put together by the Virginia Community College System (VCCS). These recommendations are needed due to the shortage of teachers and the lower national tests scores of U.S. high school students. The task force offers suggestions on four faculty-related topics: (1) curriculum planning and development; (2) Praxis (National Teacher Exam) preparation; (3) teacher recruitment and collaboration; and (4) teacher colloquia. The task force suggests more interactive workshops for faculty development, more sharing of successful instructional models, and more teacher collaboration within and between disciplines. The task force also suggests a more concerted effort on the part of colleges to recruit potential teachers through avenues like publications, the Internet, and the media. In addition, colleges should let potential teachers know about available opportunities for financial support, employment, and professional development. The appendix includes a calendar of yearly activities, a listing of task force members/committees, and the current status and future plans for teacher preparation with regard to the VCCS. (MKF)

ED 462 113 JC 020 181

Enrollment and Graduation Patterns of Undergraduates Transferring to UC Davis: 1984-1999. Research Synopsis.
PUB DATE- 00
NOTE- 14p.
LANGUAGE- English

a nurturing classroom environment; (2) encouraging cooperative play; (3) facilitating classroom transitions and minimizing distractions; (4) helping children manage their behaviors; (5) conducting ongoing classroom assessment; and (6) building strong ties with families. The guide features a companion videotape. (Contains 43 resources.) (HTH)

ED 462 132 PS 023 234

Thomson, Beth, Ed.
Staying Healthy in Child Care: Preventing Infectious Diseases in Child Care.
PUB DATE- 94
NOTE- 121p.; Supported by the Commonwealth Childcare Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Child Health; Cleaning; *Communicable Diseases; *Day Care; Day Care Centers; *Disease Control; Family Health; Food Service; Foreign Countries; Health Services; Hygiene; Medicine; Parent Role; Preschool Education; *Prevention; Safety; Sanitation; *Sick Child Care
IDENTIFIERS- Gastrointestinal Diseases; Respiratory Problems; Skin Infections

This guide provides explanations of control methods for infectio and diseases in child care with an emphasis on prevention and health. The guide consists of two parts. The first part covers the following topics on preventing illness in children: how infections spread; handwashing; separation into age groups; nappy changing and toileting; cleaning toys, clothing, and the center; food safety; animals; dealing with spills of blood and other fluids; children's wading pools; immunization; watching for and recording infections in children; exclusion of sick children and staff; occupational risks for child care workers; and the role of public health workers. The second part offers information on specific diseases along with the description, incubation period, infectious period, responsibilities of child care providers and parents, control of the spread of infection, and treatment for specific diseases in the following categories: respiratory complaints, gastrointestinal complaints (diarrhea and vomiting), skin complaints (rashes and bites), and other complaints. A glossary of medical terms is included. Three large size charts regarding changing nappies, when to wash hands, and childhood vaccination schedules are also included with the guide. (Contains 25 references.) (AP)

ED 462 133 PS 023 313

Ensminger, Karen, Ed.; Hockey, Amy, Ed.; Mangigian, Lisa Ed.; Warren, Mitzi, Ed.; Eisenlord, Terri, Ed.
Offspring: The Magazine of the Michigan Council of Cooperative Nursery Schools, 1994.
PUB DATE- 94
NOTE- 74p.; Published twice yearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Attention Deficit Disorders; *Caregiver Child Relationship; Child Development; Child Rearing; Clothing; *Cooperation; *Day Care; Early Childhood Education; Grief; Listening Skills; *Nursery Schools; *Parent Child Relationship;

IDENTIFIERS- Sibling Attitudes; *Sibling Birth; *Sibling Rivalry

Preschool children display behavior changes in the classroom after a new sibling is born. In an effort to address this issue, suggestions were devised to aid teachers in helping the preschool child adapt to a new sibling with positive results. This paper describes a parent's workshop structure to help prepare parents for the interaction between the new sibling and the preschooler. Teachers are also advised to give a lesson to their students on "the new baby," which includes stories, dramatic play, and discussions. The outcomes of this type of lesson have shown that that preschoolers display more positive behavior in class. Following an introduction, the paper discusses what behaviors to look for in preschool students when a new baby arrives in the family; setting up a parent/teacher workshop to help expectant parents prepare their preschoolers for a new baby; preparing preschool children in the classroom for a new sibling; how classmates help ease stressful feelings in the student with a new sibling; and books on new siblings to read in the preschool class. (Contains 14 references.) (SD)

ED 462 153 PS 030 076

Webber, Bev, Comp.; Mitchell, Linda, Comp.
Early Childhood Education for a Democratic Society. Conference Proceedings (Wellington, New Zealand, October 26, 2001).
PUB DATE- 01
NOTE- 71p.; These papers have been published as presented. There has been no substantial editing, but where possible a standard style has been used.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childhood Attitudes; Childrens Rights; Cultural Differences; *Democracy; Educational Quality; Ethnic Groups; Foreign Countries; Government Role; Intergroup Relations; Maori (People); Preschool Children; *Preschool Education; Student Evaluation
IDENTIFIERS- New Zealand

This conference proceedings compile papers presented at the New Zealand Council for Educational Research (NZCER) Conference on Early Childhood Education (ECE) for a Democratic Society. Following welcoming remarks, the academic papers included are: (1) "Why Quality Matters in Early Childhood Education: The Research Evidence" (Cathy Wylie); (2) "'If We Only Knew...Contextualising Maori Knowledge'" (Wally Penetito); (3) "Democratic Learning and Teaching Communities in Early Childhood: Can Assessment Play a Role?" (Margaret Carr, Bronwen Cowie, Robyn Gerrity, Carolyn Jones, Wendy Lee, and Lesley Pohio); and (4) "Back to the Future--Young Children Constructing and Reconstructing 'White' Australia" (Glenda MacNaughton). Following the academic papers are addresses by the Director of NZCER regarding the organization, the Minister of Education regarding the government role in early childhood education, and the Chief Commissioner of the Human Rights Commission regarding children's rights. The final section of the conference proceedings presents recommendations that emerged from five discussion groups related to several themes, including constructions of quality, cultural understanding, parent involvement, children's rights, transitions between ECE and school, teacher training, ECE funding, and research and policy development. (Some papers contain references.) (KB)

ED 462 154 PS 030 079

related to child support. Featured regularly are editorials and information on events of interest and funding opportunities. Major topics include: (1) direct deposit of child support payments in Virginia, and Washington's state employment project targeting noncustodial parents (January); (2) appointment of Tommy Thompson as Secretary of Health and Human Services, and child support collected from Milwaukee inmates (February); (3) grants awarded by the Office of Child Support Enforcement, and an update on the Uniform Mediation Act (March); (4) expedited paternity establishment in Maine, and the federal agency employer services initiative (April); (5) alternative methods of long arm service of process in Florida, and the Maryland Paternity Opportunity Program (May); (6) programs offering noncustodial parent services, and program initiatives in Pennsylvania and Illinois (June); (7) a Louisiana survey of child support customers, and incarcerated parents in Colorado (July); (8) appointment of Wade Horn as Director of the Office of Child Support Enforcement, and child support services to Indian children in Oklahoma (August); (9) New Mexico's child support enforcement website, and the benefits of the Wisconsin Works project (September); (10) appointment of Sherri Heller as head of the Office of Child Support Enforcement, and the collaboration of faith-based organizations with the government (October); (11) marriage promotion programs in Arizona and Utah, and grants awarded to faith-based organizations (November); and (12) Iowa's Employers Partnering in Child Support program, and Illinois' program to help Head Start parents access the Internet (December). (KB)

ED 462 176 PS 030 113

Alesbury, Elizabeth, Ed.
Sign Them Up! A Quarterly Newsletter about the Children's Health Insurance Program (CHIP), 2001.
PUB DATE- 01
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Health; Children; Enrollment; *Health Insurance; Newsletters; *Outreach Programs; Religious Organizations; State Programs
IDENTIFIERS- Access to Health Care; Barriers to Participation; Childrens Health Insurance Program

This document comprises four issues of a quarterly newsletter about the Children's Health Insurance Program (CHIP) and efforts to enroll eligible children in the program. Each issue provides information on related national news events, future events and publications of the Children's Defense Fund, and outreach initiatives in various states. Some issues include information on online resources related to the topic discussed. The winter 2001 issue focuses on places of worship as potential outreach partners and describes program initiatives in New York, Illinois, Texas, and Pennsylvania. The spring 2001 issue focuses on innovation in outreach programs, involving college and high school students in outreach efforts, dispelling myths in the immigrant community, bringing kinship care families into the health care circle, and culturally sensitive outreach. The summer 2001 issue includes articles on helping families fully access health care services, identifying uninsured children in the frontier states, adolescents in need of health care services, and dental programs. The fall 2001 issue discusses efforts at the state and federal level to simplify the enrollment process for CHIP. (KB)

Strategies for Guiding and Supporting Parents"; (4) "Getting To Know You: The First 3 Months"; (5) "Let the Games Begin: 3 to 7 Months"; (6) "Expanding Horizons: 7 to 12 Months"; (7) "Venturing Forth: 12 to 18 Months"; (8) "Me, Myself, and I: 18 to 24 Months"; (9) "Parents Are Babies Grown Up: How Parents' Early Emotional Experiences Influence Caregiving"; (10) "What Parents Bring: How Parent Characteristics Influence Caregiving"; (11) "Families Matter: How Family Circumstances Influence Caregiving"; and (12) "Weaving a Safety Net: How Communities Support Caregiving." Appended are descriptions of attachment disorders in early childhood. (Contains 377 references.) (KB)

ED 462 193 PS 030 153

Pearce, Marni
Kindergarten Guide to Implementation: Sharing Visions, Sharing Voices.
PUB DATE- 00
NOTE- 380p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Role; Child Development; *Classroom Environment; Foreign Countries; Immersion Programs; Individual Differences; Interprofessional Relationship; *Kindergarten; *Kindergarten Children; Parent School Relationship; Partnerships in Education; Play; *Preschool Curriculum; Preschool Teachers; Primary Education; Program Evaluation; School Community Relationship; Self Evaluation (Individuals); Special Needs Students; Student Evaluation; *Student Needs; Teacher Role
IDENTIFIERS- Alberta; Canada

This guide provides kindergarten teachers and administrators wit practical advice on implementing the Alberta Learning "Kindergarten Program Statement" in their classrooms and schools in the Canadian province of Alberta. Chapter 1 of the guide includes information about kindergarten in Alberta, the developmental characteristics of most kindergarten children, six guiding principles providing a framework for kindergarten programming, and learner expectations from the Kindergarten Program Statement. Chapter 2 describes the learning environment in the kindergarten classroom, including helpful ideas on establishing the classroom community, and enriching play in the kindergarten classroom. Chapter 3 provides assistance in planning and implementing a kindergarten program and in assessing, evaluating, and reporting on children's learning. Chapter 4 relates to meeting the differing needs of kindergarten children, including children speaking English as a second language, children in French immersion or Francophone kindergarten programs, and children with special needs. Chapter 5 describes the partners involved in planning and implementing an effective kindergarten program and the home/school/community connections that are critical to children's learning success. Four appendices describe common developmental patterns from birth to early primary school level; present stories of practice connecting the content of Chapters 2 through 5 with children, teachers, and classroom; present ideas to help teachers reflect on their practice and identify areas for growth; and include sample forms for classroom use. (Contains a 121-item bibliography.) (KB)

ED 462 194 PS 030 166

on to integrate the adolescent into community life, by the 1980s the secundaria had become an important step in the path to professional studies for nearly half of all Mexican students. Secundaria enrollment faltered during the economic crisis of the 1980s. In 1993, the change to mandatory secondary education was accompanied by a shift toward individual autonomy and freedom of choice in pursuing career options. Today, the informal economy offers a more viable and immediate source of income to many Mexican youth. Unless the State can commit enough resources to make secondary education a realistic option, the system will continue to experience a crisis of enrollment. Moreover, since Mexicans across social classes think of adulthood in terms of responsibility to a functioning social unit, the increased emphasis on individual options over social commitment may drive a cultural wedge between families and their communities. (Contains 60 references.) (TD)

ED 462 211 RC 023 113

Roberts, Garland Sewell
The Consolidation of Public Schools in Randolph County, West Virginia: A Case Study.
PUB DATE- 01
NOTE- 53p.; Master of Arts Thesis, Salem International University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Case Studies; Community Action; *Consolidated Schools; Educational History; Elementary Secondary Education; Mergers; Politics of Education; *Rural Schools; *School Community Relationship; Small Schools; *State School District Relationship; *Student Transportation
IDENTIFIERS- Economies of Scale; *Randolph County School District WV

This thesis examines the history of school consolidation in Randolph County, West Virginia, which includes some of the most rural, mountainous land in the state. West Virginians have built schools, reorganized schools, and made numerous changes to structures over the last 250 years. Some changes had community support; others encountered stormy opposition. In 1990, rural residents of the county had a rare success in resisting the most recent wave of state-driven consolidation, and one surviving school--Pickens School--is the smallest K-12 school in the state. This thesis reviews past research and relates it to consolidation issues in Randolph County: what drives consolidation, whether it is in the best interest of students, alternatives to consolidation, and whether the idea of economies of scale should be the main factor affecting educational decisions. Following a history of public schools in West Virginia, background is presented on Randolph County schools and on the 1990 consolidation fight. Issues included the local school board's efforts to gain state funding for a new high school by closing its smallest schools, school board claims that consolidation would improve educational quality, and the dangerous and lengthy bus rides that students would have after consolidation. The final chapter presents implications for other rural areas and alternatives to consolidation. (Contains 51 references.) (SV)

ED 462 212 RC 023 130

Flora, Cornelia Butler
Bringing Home the Bacon? The Myth of the Role of Corporate Hog Farming in Rural Revitalization.

SPONS. AGENCY- Kerr Center for Sustainable Agriculture, Poteau, OK.
PUB DATE- 98
NOTE- 84p.; A report by the North Central Regional Center for Rural Development for the Kerr Center for Sustainable Agriculture.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agribusiness; Agricultural Laborers; *Community Change; *Cost Effectiveness; Economic Development; *Economic Impact; Educational Change; *Incentives; Limited English Speaking; Pollution; Population Growth; *Rural Development; School Community Relationship
IDENTIFIERS- Government Industry Relationship; Hogs; Oklahoma

As rural communities decline due to job losses in agriculture and other industries, they often aggressively court new industries. In such circumstances, a community should question what a proposed new industry will require in terms of infrastructure; the effects of the new labor force on schools, businesses, and housing; the impact on the environment; the types of jobs being created; and whether the industry is a good "fit" for the infrastructure and makeup of the community. Often in the rush to seek new industry, such questions go unasked or their answers are ignored. The result may still be jobs but quite possibly jobs that extract more out of a community than they give back. This paper examines Texas County, Oklahoma, for the costs and benefits associated with the coming of an industrial-style hog operation to the area. The research reveals that the true "cost" of a job in the hog industry to Texas County and Guymon, its largest community, is over 50 percent higher than the average wages paid to employees. These costs include: (1) economic costs, such as tax incentives, rebates, and land lease agreements; (2) human costs, including education and security issues; and (3) environmental costs, including air pollution, water and soil degradation, and other qualitative measures such as odor. The impact to Texas County schools included the need to build a new elementary school, increased numbers of limited-English-speaking students, and an increased dropout rate. (Contains extensive references in endnotes.) (Author/TD)

ED 462 213 RC 023 198

National Framework for Rural and Remote Education.
PUB DATE- 01
NOTE- 30p.; Developed by the MCEETYA Task Force on Rural and Remote Education, Training, Employment and Children's Services.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Distance Education; Educational Cooperation; *Educational Policy; Educational Strategies; Elementary Secondary Education; *Equal Education; Foreign Countries; Geographic Isolation; Indigenous Populations; Information Technology; Professional Development; Relevance (Education); *Rural Education; School Community Relationship; Teacher Recruitment; Telecommunications
IDENTIFIERS- Aboriginal Australians; *Australia

Remote and isolated locations in Australia provide the greatest challenges for improving provision of education options and pathways for children and families. These challenges are often compounded when considering the needs and aspirations of

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; Consolidated Schools; Disadvantaged; Elementary Secondary Education; *Poverty; *School District Size; *School Size; Small Schools; *Socioeconomic Influences
IDENTIFIERS- *Arkansas; Small School Districts

A study examined how Arkansas students' achievement is related to poverty, school and district size, and the interaction between these factors. Achievement test scores from grades 4, 5, 7, 8, and 9 in all Arkansas schools were supplied by the Arkansas Department of Education. Poverty levels were determined by percentage of students receiving subsidized meals. Findings indicate that the higher the poverty level in a community, the more damage larger schools and school districts inflicted on student achievement. In more affluent communities, the impact of school and district size was quite small, but the poorer the community, the stronger the influence. The achievement gap between children from more affluent and those from less affluent communities was narrower in smaller schools and smaller districts, and wider in larger schools and larger districts. Smaller schools were most effective against poverty when they were located in smaller districts; they were less effective when located in larger districts. Poverty dampened student achievement most in larger schools located in larger districts. The relationship between school size, poverty, and student achievement was as much as three times greater in schools with the largest percentages of African American students. Recommendations include retaining existing smaller schools, building new small schools, and breaking up larger schools and districts. Six tables and figures present study results. (TD)

ED 462 230 RC 023 383

A Rural Road: Exploring Economic Opportunity, Social Networks, Services and Supports That Affect Rural Families.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 01
NOTE- 87p.; Produced by the Rural Great Plains Collaborative Project. Maps may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Brain Drain; Child Welfare; *Employment Opportunities; Family Work Relationship; Focus Groups; Geographic Isolation; Low Income; Poverty; *Quality of Life; *Rural Areas; Rural Family; *Rural Youth; *Social Networks; *Social Services; Transportation
IDENTIFIERS- *Access to Services; Nebraska; North Dakota; Sense of Community; South Dakota

A study examined the unique conditions affecting quality of life for low-income rural children and their families in Nebraska, North Dakota, and South Dakota. Qualitative data were gathered from 11 focus groups conducted in a variety of rural communities, including tribal reservations, across the three states, and from interviews with professional service providers and community leaders. Quantitative data were gathered from secondary sources such as the U.S. Census Bureau. Findings covered economic opportunity, social networks, and services and supports. In the area of economic opportunity, it was noted that jobs were insufficient, and wages were incapable of supporting families. Transportation was also an obstacle.

attitudes toward indigenous languages, lack of contact between small communities of different dialects, and decreasing intergenerational transmission. Schools are not the best places for language revitalization because the Mexican state's policies promote Spanish and perpetuate a degrading stereotypical view of indigenous people. An innovative program organizes workshops during key moments in local ceremonial life, such as patron saint festivities. Workshops are conducted in Nahuatl, and videos narrated in Nahuatl are shown. Audience participation is encouraged by giving books or tapes on which the videos are based to those who can understand or retell the story. Riddle contests and tales, which are highly valued by these communities, are used to introduce alphabetic writing without over-emphasizing literacy. The videos recreate "old" traditions with new technologies and are especially attractive to children. Making language materials available for everyday household use stimulates intergenerational transmission. Interacting with participants enables researchers to determine the current status of Nahuatl and to identify speakers who can help produce materials and conduct workshops. Outcomes have been very positive, and the program is expanding and sharing information with the Nahuatl language seminar in Mexico City. (Contains 16 references.) (TD)

ED 462 247 RC 023 401

Diatchkova, Galina
The Languages of Indigenous Peoples in Chukotka and the Media.
PUB DATE- 02
NOTE- 9p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Asian History; Boarding Schools; Communism; Eskimos; *Indigenous Populations; *Language Maintenance; Language of Instruction; *Language Skill Attrition; *Mass Media Effects; Native Language Instruction; *Newspapers; Public Education; Radio; Television
IDENTIFIERS- Chukchi; Endangered Languages

In the first half of the 20th century, the social functions of the indigenous languages in Chukotka, in northeast Asia, increased due to the development of written languages, local press, and broadcasting on radio and television. From 1933 to 1989, the local press of indigenous peoples in Chukotka was used for Communist Party propaganda. However, it also improved the indigenous peoples' lives and the development of educational institutions. The local press in Chukotka, published only in the Chukchi language until 1989, was an important forum for maintaining the social functions of indigenous languages. In the 1950s, language assimilation increased because of the language policy and influence of the Russian majority. Indigenous children had to attend boarding schools and were educated in the Russian language. Now the oral traditions are being lost because indigenous families speak mostly Russian and because Native languages are losing their function as transmitters of indigenous culture. The recognition of that loss by indigenous people caused them to found local cultural societies whose aim was to preserve indigenous languages. In the early 1990s, the Murgin Nutenut newspaper was

Learning Activities; *Mathematics Activities; Mathematics Education; *Science Activities; Science Education; Secondary Education; Technology Education

This activity, part of the NASA CONNECT Series, is designed to help students in grades 6-8 learn how NASA engineers develop experimental aircraft. It consists of an overview of the program, details of the hands-on activity, a series of blackline master student worksheets, teacher materials, and a guide to further resources. (MM)

ED 462 273 SE 065 388

People, Resources and the Environment: Population Education for a Sustainable Future.
PUB DATE- 00
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Global Approach; *Population Education; *Science Activities
IDENTIFIERS- *Zero Population Growth

This collection of classroom activities, designed to complement any lesson plan, aim to help young Americans learn how population and consumption of resources are interrelated and realize that their personal decisions will affect everyone's quality of life. The activities focus on population education and can fit into the curriculum via science, social studies, mathematics, health, or environmental education. The document contains 10 activities that are a sample of the more than 100 activities available in 5 Zero Population Growth (ZPG) teaching kits and activity books. (MM)

ED 462 274 SE 065 390

Johnson, Paulette; Smith-Sebasto, Nicholas J.
The First Pennsylvania Environmental Readiness for the 21st Century Survey Report: Survey of Adult Pennsylvanians' Knowledge about, Attitudes toward and Behaviors Related to the Environment.
SPONS. AGENCY- Pennsylvania Business Roundtable, Harrisburg.; National Environmental Education and Training Foundation, Washington, DC.
PUB DATE- 00
NOTE- 52p.; Also funded by the Pennsylvania Department of Environmental Protection.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adults; *Attitudes; Conservation Education; Economics; *Environment; *Environmental Influences; Public Health; Scientific Literacy; Surveys
IDENTIFIERS- Pennsylvania

This report presents the results of the First Pennsylvania Environmental Readiness for the 21st Century which investigates the attitudes, knowledge, and behaviors of Pennsylvanian adults towards the environment. The survey questions were divided into four categories: (1) environmental literacy; (2) environmental attitudes; (3) environmental behaviors; and (4) environmental education. Contents include: (1) "Introduction"; (2) "The poor students from 1996 to 2000. Overall there was widespread improvement in performance in mathematics up and down the distribution. By contrast, there was almost no improvement in the gap between white students and minorities (black and Hispanic) with a similar absence of improvement for poor versus non-poor (over a shorter time period), and with modest improvement in the gap between top and bottom scoring students. (MM)

ED 462 297 SE 065 675

Armstrong, Peter; Ransick, Kristi; Rosene, Dale; Sammons, James
NOVA R Spring 2002 Teacher's Guide.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 02
NOTE- 54p.; Published semiannually. Major funding from Northwestern Mutual Foundation, Park Foundation, and Sprint PCS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Broadcast Television; Evolution; Intermediate Grades; *Science Activities; Science Instruction; Scientific Principles; Secondary Education; *Standards
IDENTIFIERS- *Nova (Television Series)

The guide presents lesson plans from "NOVA" which targets middle school and junior high school students and meet the National Science Education Standards. Lessons include: (1) "Neanderthals on Trial"; (2) "Fireworks"; (3) "Secrets, Lies and Atomic Spies"; (4) "Bioterror"; (5) "The Missing Link"; (6) "Shackleton's Voyage of Endurance"; and (7) "Fire War". (YDS)

ED 462 298 SE 065 679

Grunow, Jodean E.
Planning Curriculum in Mathematics.
PUB DATE- 01
NOTE- 547p.; Contributing authors are Thomas P. Carpenter and Richard Lehrer.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Educational Policy; *Educational Resources; Elementary Secondary Education; *Innovation; *Instructional Materials; *Mathematics Instruction; Professional Development; State Curriculum Guides; State Standards

This document is designed to facilitate the state of Wisconsin's Planning Curriculum in Mathematics. Planning Curriculum in Mathematics complements Wisconsin's Model Academic Standards for Mathematics and puts into action the standards in the latter document. It is hoped that these materials will serve as springboards for contemplation by curriculum planners, developers, implementers, and evaluators as they build district programs. This document offers a focus on teaching and learning, inclusion of research, discussion of issues, and practical assistance. This book contains: (1) an extensive compendium of resources; (2) reflects the underlying belief that mathematics must be taught and learned with understanding; and (3) is a policy piece. Chapters include: (1) "We Are All Learners of Mathematics"; (2) "Teaching and Learning Mathematics with Understanding"; (3) "Curriculum, Instruction, and Assessment"; (4) "Designing Professional Development To and Unit 5: Northwest Coast, (1) Art Thompson and Anonymous (Nu Chal Nuth) and (2) Linda & Dempsey Bob and Anonymous (Tlingit/Tahltan). In addition to a program introduction, the teacher's guide gives suggestions for critical inquiry in art history, hands-on activities, and artistic heritage appreciation. Assessment tools and extension activities are included. The guide also provides unit organization charts, maps, time lines, biographies of the artists and overviews of the cultures represented, descriptions and small color reproductions of the artworks discussed, reproducible student sheets, and resource lists. (MM)

ED 462 323 SO 028 621

Zuk, W. M.; Bergland, D. L.
Art First Nations: Tradition and Innovation. Student Workbook 2.
PUB DATE- 95
NOTE- 56p.; For teacher's guide see SO 028 622. Art reproductions not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian Studies; American Indians; Art; Art Activities; Art Criticism; *Art Education; *Art History; *Artists; Canada Natives; *Cultural Education; Curriculum Guides; Elementary Education; Foreign Countries; Instructional Materials; Intermediate Grades; Lesson Plans; Multicultural Education; *Units of Study; Visual Arts
IDENTIFIERS- North America

This student workbook, a companion to a comprehensive teacher's guide and 20 laminated art reproductions, is part of an instructional resource designed to assist teachers in incorporating Native American studies into the elementary art program and general curriculum. It highlights visual art which is actively being innovated by aboriginal artists throughout North America and focuses on ways important cultural beliefs and values are being renewed through visual expression. These draw on a comparative picture method to show relationships between tradition and innovation by featuring both a traditional and an innovative artist, and encouraging examination of the similarities and differences in those cultures and artworks. Artists and cultures examined are: Unit 1: Southwest, (1) Helen Hardin (Santa Clara Pueblo) and Anonymous (Hopi) and (2) Conrad House (Navajo/Oneida) and Anonymous (Anasazi); Unit 2: Arctic, (1) Edward Kiokan (Eskimo) and Anonymous (Eskimo) and (2) Manasie Akpaliapik (Inuit) and Anonymous (Dorset); Unit 3: Eastern & Northern Woodlands, (1) Jackson Beardy (Woodland Cree) and Anonymous (Ojibway) and (2) Daphne Odjig and Anonymous (Potawatomi/Odawa); Unit 4: Plains, (1) Blackbear Bosin (Kiowa/Comanche) and Anonymous (Cheyenne) and (2) Edward Poitras (Metis) and Anonymous (Arapaho); and Unit 5: Northwest Coast, (1) Roy Henry Vickers and Anonymous (Tsimshian) and (2) Bill Reid and Anonymous (Haida). The student workbook includes a culture map, time lines, small color art reproductions, culture descriptions, artist biographies, and art study worksheets for each module of the five units. (MM)

ED 462 324 SO 028 622

Zuk, W. M.; Bergland, D. L.
Art First Nations: Tradition and Innovation. Intermediate Program

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feminism; Higher Education; *Leadership; *Leadership Qualities; Literature Reviews; Models; *Mothers; *Parent Role
IDENTIFIERS- Leadership Effectiveness; Praxis

When examining basic leadership models, the traits of one of the most important leaders in society, the mother, are rarely considered. This paper reflects on models of leadership found in textbooks and feminist literature and conjures a model, inclusive of popularly held beliefs, of the role of mothers in family and society. The paper asks whether mothers are seen as leaders, noting that in ancient Chinese literature it is stated that (paraphrasing) if the earth's mothers negotiated peace treaties there would be no more wars. It also asks if maternalism makes sense in the rearing of new citizens, why does it not make sense for municipalities or the world? The paper addresses salient examples of feminist leadership that inform maternalism and offers a multi-faceted approach to problem solving in the wake of an ineffective paternalistic world view. The review of the literature reveals five agendas of inquiry regarding maternal leadership: mystical powers of mothers; women in power; critical (maternal) literacy in the workplace; maternal leading and radical feminism; and maternal leadership, the road to praxis. The paper concludes that maternal leading is a complex form of leadership that uses powerful tools and embraces an emphatic approach to leading, with an emphasis on love, caring for others, and a positive focus. (Contains 13 references.) (Author/BT)

ED 462 343 SO 033 583

Gray, Tom
The Treaty of Guadalupe Hidalgo. The Constitution Community: Expansion and Reform (1801-1861).
PUB DATE- 01
NOTE- 30p.; For related lesson plans, see ED 461 604-607 and ED 461 609-615. Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Federal Government; Foreign Countries; *Government Role; *Primary Sources; Secondary Education; Social Studies; *Treaties; *United States History
IDENTIFIERS- *Mexican War; Mexico; National Civics and Government Standards; National History Standards; Treaty of Guadalupe Hidalgo

The Treaty of Guadalupe Hidalgo, which brought an official end to the Mexican American War (1846-1848) was signed on February 2, 1848. Nicholas Trist, chief clerk of the U.S. Statement Department at the time, negotiated the peace treaty in defiance of 1845-1849 President James K. Polk. Trist believed that Mexico must surrender fully, including surrendering territory. Polk forwarded the Treaty to the Senate, which reluctantly ratified it. This lesson on the Treaty of Guadalupe Hidalgo examines the power granted to the President and the Senate to make and approve treaties with foreign nations. The lesson correlates with the National History Standards and with the National Standards for Civics and Government. It furnishes three primary sources: (1) the Treaty of Guadalupe Hidalgo; (2)

A School of Our Own: Where the Children Live.
PUB DATE- 97
NOTE- 353p.; Ph.D. Dissertation, University of Alberta.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Educational Philosophy; Educational Research; Educational Theories; Foreign Countries; Internet; *School Culture; *Schools
IDENTIFIERS- Canada; Conversation; Educational Criticism; *Narrative Inquiry; Personal Experiences; Sense of Place; Weaving

This dissertation is a story of schooling. It weaves a vision of schooling into several versions and at least three "places" where schooling can happen--up to 2020 A.D. and beyond. The stories are built on the weaving metaphor and a profound sense of place. This paper presents one individual's experiences that are weaved into and through a conversation with a granddaughter and a great-granddaughter, a Book of Schools, a historical journey through research, and a fictional journey through the Internet. In telling the story of these utopian schools, the paper puts forth a plan for the "ideal" school in the daily life of a community. Within this plan, children engage fully in the place where they "live." Parents, community members, and resources are integral to the daily happenings. Each child works at what interests him or her, yet the learning often revolves around a particular "place" created in the classroom or found in the community. As one student becomes interested in the Amazon jungle, for example, the other students are drawn in and the classroom itself becomes an imaginary jungle, where the children then live and learn. The paper researches schooling environments ranging from one-room schoolhouses and tutoring to private, public, boarding, non-coercive, home, charter, and virtual schools. Resources used in the research include: "The Once and Future King," "The Dead Poet's Society," and literary works by Steiner and Dewey. The paper demonstrates that throughout the research one overall theme evolved: each school is different and each school has an impact. Each story is intended to perturb the reader, to push boundaries, and expand comfort zones. It is an exploration that weaves in and out of the question of "what school can and should be." (Contains 167 references.) (BT)

ED 462 362 SO 033 625

Schaefer, Anne C.
G.I. Joe Meets Barbie, Software Engineer Meets Caregiver: Males and Females in B.C.'s Public Schools and Beyond. BCTF Research Report.
PUB DATE- 00
NOTE- 98p.; "Part of the BCTF Information Handbook. Section IV, 2000-SD-03."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Data Collection; Educational Research; *Females; Foreign Countries; *Gender Issues; High Schools; Individual Needs; *Males; *Public Schools; Sex Education; *Students
IDENTIFIERS- *British Columbia; Canada; Educational Issues

Following a referral from the March 2000 Annual General Meeting of the British Columbia (B.C.) Teachers' Federation, the Spring 2000 Representative Assembly passed a motion that recommended research be collected, conducted, and disseminated on the current status of students in the province. This research

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Physical Education Teachers; Preservice Teacher Education; *Teacher Qualifications
IDENTIFIERS- *Out of Field Teacher Assignment; Subject Content Knowledge

This paper examines issues fundamental to educating thoughtful, competent, intelligent teachers by highlighting arguments against out-of-field teaching in physical education teacher education programs. It discusses the inaccurate notion among some people that a good teacher can teach anything, noting what actually constitutes a good teacher in physical education teacher preparation. The paper explains that physical education teacher education programs have the potential to fall under the guise of out-of-field teaching. Teacher preparation programs house an array of courses from the applied sciences and allied fields of physical education, which can stand alone as separate fields of study yet are possible out-of-field teaching assignments. People who are pursuing employment in predominantly undergraduate institutions within physical education teacher education programs must be able to teach within several content areas, yet more than half of the doctoral degree granting programs in physical education-pedagogy offer only specialized curriculums. When teachers are assigned to courses outside their area of study, the curriculum is weakened by fragmented content knowledge. Departments should make every effort to help faculty develop the content knowledge necessary to suitably teach out-of-field assignments. (Contains 10 references.) (SM)

ED 462 383 SP 040 562

Rogers, Dwight L.; Babinski, Leslie M.
From Isolation to Conversation: Supporting New Teachers' Development. SUNY Series, Teacher Preparation and Development.
PUB DATE- 02
NOTE- 139p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *Discussion Groups; Elementary Secondary Education; *Faculty Development; Problem Solving; Teacher Collaboration

This book describes an inquiry-oriented form of professional development--the New Teacher Group--which provides teachers with opportunities to engage in discussions with their peers about problems experienced in their professional lives. Blending school psychology and teacher education, the book adapts a consultee-centered consultation model consisting of real teachers voicing real classroom problems. It outlines the process, allowing the model to be applied in many different kinds of school systems. The result is a problems-based discussion group to support and guide beginning teachers. Eight chapters include: (1) "The First Year of Teaching"; (2) "A Different Kind of Professional Development"; (3) "Description of Our New Teacher Groups";(4) "New Teacher Groups Participants, Guiding Questions, and Research Methods"; (5) "A Community of Learners"; (6) "Gaining a Better Understanding of Oneself as a Teacher and Preparing for the Future"; (7) "Group Features that Encourage Dialogue and Enhance Problem-Solving";

objectives, measurement-driven instruction, and report cards, along with the use of programmed materials. Realism emphasizes that measurable results from students can be obtained to show precisely how well a student is achieving. Existentialists believe that each person should learn to make choices from the alternatives available in society. As a philosophy of education, existentialism does not advocate predetermined objectives for student achievement or testing to determine achievement. Individual motivation is central, and feelings are recognized as the most important part of the human condition. Experimentalists believe that one cannot know ultimate reality, but one can experience it. Experimentalists believe in integrating school and society. Students should be assessed for their problem-solving ability, and evaluation consists of using relevant sources of information to solve a problem and to test hypotheses. Idealists believe in a subject-centered curriculum, and idealism emphasizes a coherence theory in testing. Students should be able to use reason and logic effectively and to honor eternal values. Perennialism is a philosophy directly related to idealism that calls for a curriculum based on the "Great Books of the Western World" (one of the greatest publishing ventures of the 20th century, a reference work consisting of 60 volumes with 517 works by 130 authors spanning 30 centuries, produced by Encyclopaedia Britannica), with a standardized curriculum that regards childhood and youth as obstacles to be overcome through education. (SLD)

ED 462 402 TM 033 664

Reckase, Mark D.
Methodological Issues in Describing the Features and Qualities of Teacher Education Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Beginning Teachers; Elementary Education; *Evaluation Methods; Higher Education; Preservice Teacher Education; *Program Evaluation; *Research Methodology; Surveys

A complex research project has been conducted to determine the features and qualities of teacher education programs that are related to gains in student performance that occurred when a student was under the tutelage of a teacher from one of the teacher education programs. This paper describes the methodology and some of the results from work on producing good measurements of the multitude of variables that describe teacher preparation and professional judgment. Because of the large scope of the work, the discussion is confined to scale formation for three variables. The development team created the Beginning Teacher Preparation Survey to obtain information about a specific set of variables. Two efficacy scales, revised to one such scale, a professional development and support scale, and a scale measuring mathematics orientation provide examples of the sorts of scales developed for the survey. The confirmatory and exploratory reliability analysis process was performed on the majority of the hypothesized scales in the

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; Higher Education; *Item Response Theory; Medical Education; *Scoring
IDENTIFIERS- Calibration; *Dimensionality (Tests); *Medical College Admission Test

The use of item response theory (IRT) in the Medical College Admission Test (MCAT) testing program has been limited. This study provides a basis for future IRT analyses of the MCAT by exploring the dimensionality of each of the MCAT's three multiple-choice test sections (Verbal Reasoning, Physical Sciences, and Biological Sciences) and the implications of that dimensionality for IRT calibration and scoring. Three sets of data were used: an MCAT form administered on 2 occasions (16,520 and 3,638 observations) and a second, content-equivalent form administered on the second occasion (12,625 observations). Dimensionality analyses suggested that while the items within each of the science test sections are not completely homogeneous, nor are they measuring distinct constructs corresponding to the disciplines. As is consistent with this finding, when confirmatory factor analyses were performed, the Biological Sciences disciplines were found to be correlated about 0.85, and the Physical Sciences about 0.95. Comparison of the results of the IRT calibration and scoring of the data by test and by discipline within the test suggests that the tests do not deviate sufficiently from unidimensionality to require that the IRT item calibrations be performed separately by discipline within the test. The use of these results to inform future IRT analyses of the MCAT depends in large part on policy decisions about future directions of the MCAT program. (Contains 17 tables, 3 figures, and 20 references.) (SLD)

ED 462 423 TM 033 687

Meara, Kevin; Sireci, Stephen G.
Appraising the Dimensionality of the Medical College Admission Test. MCAT Monograph.
SPONS. AGENCY- Association of American Medical Colleges, Washington, DC.
PUB DATE- 00
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Applicants; College Entrance Examinations; *Factor Structure; Higher Education; Medical Education; Reliability; Sciences; Thinking Skills; Verbal Tests
IDENTIFIERS- *Dimensionality (Tests); Item Parcels; *Medical College Admission Test

To provide a better understanding of the structure of the Medical College Admission Test (MCAT) and to determine if there are structural differences across selected groups of MCAT examinees, several dimensionality analyses were conducted on data from recent administrations of the MCAT. The first set of analyses focused on the global structure of the MCAT, and the second set appraised the consistency of the structure of data across groups of testtakers that differed with respect to sex, repeater/nonrepeater status, orientation to the English language, and race/ethnicity. Data from two forms of the MCAT were used. Forms 15A and 15B were administered in 1994 to 16,520 examinees, and Forms 23A and 23B were administered in 1996 to 12,625 examinees. Results suggest that appraisals of the MCAT structure should be conducted at the parcel level rather than at the item level. Parcel-level results suggest

(150)
DESCRIPTORS- Error of Measurement; *Estimation (Mathematics); Reliability; *Scores; *Structural Equation Models

This paper illustrates first how estimated Structural Equation Modeling (SEM) measurement error variances are actually estimates of score reliabilities. The major advantage of SEM over other analytic methods is that it accounts for measurement error. Score reliabilities are estimated as part of structural modeling, so that structural models test both substantive hypothesis and measurement models. The paper also demonstrates how changing the estimated reliabilities of the SEM observed variables not only changes estimated reliabilities, but can also change all the other parameters throughout the analysis. A heuristic data set is used to illustrate these changes. One appendix contains the Statistical Package for the Social Sciences syntax used for the illustration, and the other shows data from a previous study used for illustrative purposes. (Contains 4 tables, 6 figures, and 33 references.) (Author/SLD)

ED 462 443 TM 033 707

Johnson, William L.; Johnson, Annabel M.; Zimmerman, Kurt J.
Assessing School Work Culture: A Higher-Order Analysis and Strategy.
PUB DATE- 02
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Factor Analysis; Factor Structure; *Principals; *Productivity; School Culture; *Teachers; *Work Environment

This paper reviews a work culture productivity model and reports the development of a work culture instrument based on the culture productivity model. Higher order principal components analysis was used to assess work culture, and a third-order factor analysis shows how the first-order factors group into higher-order factors. The school work culture model contains the dimensions of: (1) schoolwide planning; (2) professional development; (3) program development; and (4) school assessment. Within 4 subscales for these dimensions are 10 smaller logical clusters. The School Work Culture Profile (SWCP) was developed based on responses of a panel of experts, and the SWCP was administered to a total sample of 925 subjects, representing 41 school districts in Florida, with a teacher to principal ratio of approximately 4 to 1. The Statistical Analysis System principal components program was used to examine the factorial validity of SWCP scores. The second-order factor analysis generated a set of relationships the 60 items of the SWCP that are reflective of several major thrusts for organizational transformation within the quality management literature. These four factors were called Continuous Improvement, Human Resource Development, Strategic Planning and Accountability, and Collaboration. For the third-order solution, there were two higher order factors, one that could be termed Continuous Improvement and one that could be titled Planning, Collaboration, and Accountability. The third-order solution focuses on educational process variables that include management factors that sustain productive schools. The SWCP can also describe how changes in work culture are taking effect following the implementation of new strategies of

Roehlkepartain, Eugene C.
An Asset Approach to Positive Community Change.
SPONS. AGENCY- Lutheran Brotherhood, Minneapolis, MN.
PUB DATE- 01
NOTE- 10p.; Supported by Donald W. Reynolds Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Community Change; *Community Development; *Community Planning; *Youth Programs
IDENTIFIERS- *Asset Based Community Development

This booklet discusses the importance of a community-wide approach to asset building, exploring how individuals, organizations, and communities can collaborate to build developmental assets. Principles to guide community asset-building efforts include: strengths versus risks or deficits, relationships versus programs, engagement with youth versus services for youth, and long-term versus quick fix. Communities can organize their asset-building efforts by taking a bubble-up approach, linking existing efforts, creating community-wide coalitions, and engaging youth as partners. Strategies for mobilizing communities for asset building include mobilizing a critical mass of adults; engaging youth; infusing asset building into organizations, sectors, and systems; promoting asset-based messages, policies, practices, and opportunities; and supporting, promoting, and linking community asset building efforts. Five phases in the change process are: receptivity (cultivating openness to change); awareness (highlighting the possibility of change); mobilization (organizing for change); action (making change happen); and continuity (ensuring that the change becomes a way of life). There is no script that says precisely what part each community member plays in this effort. Rather, there is a shared commitment to strengthening the community for children and adolescents, with all players offering their creativity, skills, and imagination to create something together. (SM)

ED 462 462 UD 034 733

Bhattacharyya, Srilata
From "Yellow Peril" to "Model Minority": The Transition of Asian Americans.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Affirmative Action; *Asian Americans; Cultural Differences; Elementary Secondary Education; *Ethnic Stereotypes; Higher Education; Immigrants; Minority Groups; *Values
IDENTIFIERS- Diversity (Groups); *Model Minority Groups

This paper investigates factors influencing the emergence of a new ethnic identity for Asian Americans, replete with academic achievement and professional success. While Asian Americans were once considered "unassimilable heathens," they have been

(Cynthia M. Duncan); (4) "Crime and Public Safety: Insights from Community-Level Perspectives on Social Capital" (Robert J. Sampson); (5) "Making Social Capital Work: Social Capital and Community Economic Development" (Ross Gittell and J. Phillip Thompson); (6) "Housing, Social Capital, and Poor Communities" (Langley C. Keyes); (7) "Social Capital, Poverty, and Community Health: An Exploration of Linkages" (Sherman A. James, Amy J. Schulz, and Juliana van Olphen); (8) "Transforming Urban Schools through Investments in the Social Capital of Parents" (Pedro A. Noguera); (9) "Social Capital, Religious Institutions, and Poor Communities" (Michael W. Foley, John D. McCarthy, and Mark Chaves); (10) "Capitalizing on Labor's Capital" (Margaret Levi); (11) "Social Capital, Intervening Institutions, and Political Power"; and (12) "Social Capital, Political Participation, and the Urban Community" (Ester R. Fuchs, Robert Y. Shapiro, and Lorraine C. Minnite). (SM)

ED 462 481 UD 034 758

Finn, Jeremy D.; Gerber, Susan B.; Wang, Margaret C.
Taking Mathematics in High School: Is Opportunity Equal? Publication Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 01
NOTE- 40p.; Portions of paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 24-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; *Course Selection (Students); *Equal Education; Family Characteristics; Graduation Requirements; High School Students; High Schools; Institutional Characteristics; *Mathematics Education; *Minority Group Children; Poverty; Racial Differences; School Policy; Student Characteristics; Track System (Education)

This study investigated high school policies and practices that encourage or discourage students' enrollment in advanced mathematics courses, examining the effects of schools' graduation requirements, course offerings, and tracking practices on patterns of mathematics courses taken by high school students. Data came from the High School Transcript Study and the 1994 National Assessment of Educational Progress. Data were collected on over 25,000 high school students from 340 schools nationwide. Results indicated that larger schools offered more advanced mathematics courses, while mathematics course offerings in small, rural schools (both high- and low-poverty rural schools) were substantially below those of schools in other settings. There were no systematic differences between high- and low-poverty schools in number of advanced courses offered or proportion of advanced courses. School polices and practices affected students' course taking differentially within schools. Graduation requirements affected the number of courses students took and had a stronger impact on students in vocational tracks. Course taking in mathematics did not relate to school enrollment. There was a significant association of course taking with school poverty level. All measures of course taking showed large, significant differences among tracks. (Contains 54 references.) (SM)

ED 462 482 UD 034 759

ED 462 500 UD 034 780

Butts, Jeffrey; Coggeshall, Mark; Gouvis, Caterina; Mears, Daniel; Travis, Jeremy; Waul, Michelle; White, Ruth
Youth, Guns, and the Juvenile Justice System. Research Report.
SPONS. AGENCY- Joyce Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Delinquency; Federal Government; Federal Legislation; *Guns; *Juvenile Justice; Public Policy; State Government; State Legislation; *Violence; Youth Problems

This report documents trends in youth gun violence and the response within the justice system, noting the growing variety of data resources available to investigate the effect of new gun laws on youth, communities, and public safety. The first section reviews recent trends, examining the major wave of gun violence in the United States during the past 20 years. This section highlights changes in the juvenile justice system, increases in violent crime during the 1980s and 1990s, decreases in violent crime during the mid-to-late 1990s, juvenile versus youth crime, and assessment of reforms. The second section discusses research strategies and information sources, explaining that laws simply restricting access to firearms by certain designated groups while allowing others relatively unencumbered access to firearms appear unlikely to reduce gun crime. Gun laws based on a deterrence model have shown some evidence of success, but their impact depends greatly upon the quality and consistency of their implementation. This section also discusses legislation and policy (limitations on access, offender sanctions, extra-legal measures, and critical questions). It describes promising programs and interventions and existing data sources (law enforcement data, court data, survey data, and firearm injury and tracing data). (Contains 42 references.) (SM)

ED 462 501 UD 034 786

Ross, Steven M.
Creating Critical Mass for Restructuring: What We Can Learn from Memphis. AEL Policy Briefs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Improvement; Elementary Secondary Education; Poverty; School Districts; Urban Schools
IDENTIFIERS- *Memphis City Schools TN; *Reform Efforts; Value Added

This paper reviews historical events concerning Memphis City Schools' educational attainments and reports research on changes in schools and in this high poverty district over time. In 1992, the new superintendent focused on improving student achievement and initiated site-based management. Critical partnerships were formed, and in 1995, New American Schools selected Memphis City Schools as a jurisdiction committed to challenges to improving achievement, and how states and districts can improve urban high schools. More urban students met HSTW performance goals for reading, mathematics, and science in 2000 than 1998, though there was a major gap between the achievement of students at urban high schools and at all HSTW sites (51 percent of students at all HSTW sites met the achievement goals, while only 39 percent did at urban sites). Actions that helped improve urban high school student achievement included increasing students' access to rigorous academic and technical studies and using research-based teaching methods. Challenges urban schools faced included attracting and retaining teachers who knew their subject matter and could engage students in learning and involving the entire faculty in raising students' literacy skills. States and districts can take such steps as providing leadership teams and offering teachers in low-performing schools continual, high quality professional development. (SM)

ED 462 519 UD 034 827

Case Study: Los Fresnos High School, Los Fresnos, Texas. High Schools That Work.
PUB DATE- 00
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Bilingual Students; Case Studies; *Educational Improvement; Faculty Development; High Schools; *Hispanic American Students; Poverty; Teacher Expectations of Students; Urban Schools
IDENTIFIERS- *High Schools That Work; Texas

Most of the predominantly Hispanic students at Los Fresnos High School (LFHS), Texas, speak both Spanish and English, qualify for reduced-price or free lunches, und are considered at-risk. LFHS students historically scored poorly on the California Achievement Test and Texas Assessment of Academic Skill, and many dropped out of school when they learned they lacked the necessary English skills to easily complete the required curriculum or pass the state graduation tests. In an effort to make LFHS a high-performing school, school leaders and teachers committed to improving teacher performance and student achievement. They developed a school improvement plan and applied to become a pilot site in "High Schools That Work," a grassroots reform effort, thus gaining access to technical assistance, professional development, and evaluation. School leaders and teachers focused on such things as creating a culture that supported learning, raising graduation requirements, providing professional development, and improving technology. LFHS students' achievement has improved, with fewer students dropping out, more students entering college, fewer students needing remedial courses, and more students completing a challenging high school curriculum. This report examines district support, state policies that supported LFHS' improvement efforts, and how the Southern Regional Education Board helped LFHS. (SM)

ED 462 520 UD 034 828

Case Study: Loganville High School, Loganville, Georgia. High Schools That Work.
PUB DATE- 00
NOTE- 13p.

Indigenous communities, especially those that adhere to traditional cultures and lifestyles. In response to rural education recommendations of the Human Rights and Equal Opportunity Commission, a task force developed a National Framework for Rural and Remote Education (In 1993, the Council of Australian Governments amalgamated a number of ministerial councils to optimize policymaking, one of which that emerged was the Ministerial Council on Education, Employment, Training and Youth Affairs, or MCEETYA--which in turn created various "task forces" to perform research and make recommendations.). The framework comprises a vision statement, four guiding principles, and a set of "essential enablers" for the provision of quality education in rural and remote locations. The essential enablers were identified through a search of the relevant literature and an analysis of eight case studies of workable local strategies to improve youth services, education, training, and employment in rural areas. The essential enablers are: personnel (teachers, administrative and classroom support, and specialists); relevant curriculum; information and communication technologies; multiple modes of delivery; environments formed through effective community relationships and partnerships; and resourcing. Each of these is examined separately, including key challenges and recommendations for implementation. Used in conjunction with existing policies and practices, this framework will ensure improvement in the quality of education available in rural and remote Australia. (TD)

ED 462 214　　　　RC 023 234

Malecki, Edward J.
Going Digital in Rural America.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 20p.; In its: "Exploring Policy Options for a New Rural America" Proceedings (2nd, Kansas City, MO, April 30-May 1, 2001) pp.49-68.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Economic Development; Entrepreneurship; Geographic Isolation; *Human Capital; Information Technology; *Internet; Migration; *Rural Areas; *Rural Development; Rural Urban Differences; *Telecommunications
IDENTIFIERS- *Access to Technology; *Telecommunications Infrastructure

This paper examines the extent to which rural America is digital--has access to the Internet and to newer technologies such as wireless broadband--and discusses rural supply and demand for "going digital." Supply aspects include issues of both infrastructure and public policy. Demand aspects include entrepreneurs (business users) and others with the education and skills to take advantage of digital technologies. Much of the benefit of digital technology involves intangibles, not only products and services of an intangible nature, but also social well-being enhanced by new modes of information and communication. Telecommunications technology is a necessary but not a sufficient condition for rural economic growth. A more fruitful approach to rural development is to build and enhance the capabilities of local firms and to attract a share of experienced entrepreneurs, many of whom are looking for the

Public transportation was not available in rural areas, and much travel was required to access jobs, stores, and services. Concerning social networks, there was a strong sense of community, but recreational opportunities were scarce, especially for youth. Ethnic minorities and new residents experienced a good bit of prejudice and discrimination. Sparse population densities and population decline contributed to isolation. Problems related to social services included lack of access within a reasonable distance; stigma in rural areas against seeking services; dying communities that leave families without services; and consolidation of schools that complicates parent participation, student involvement in after-school activities, and staff knowledge of family conditions. Child care and medical services were especially sparse. Recommendations for policy are discussed. Ten maps present various demographic information. (TD)

ED 462 231 RC 023 385

Burnaby, Barbara Jane, Ed.; Reyhner, Jon Allan, Ed.
Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000).
PUB DATE- 02
NOTE- 274p.; For selected individual papers, see RC 023 386-401.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *American Indian Education; *American Indian Languages; Bilingual Education; *Community Action; Community Programs; Cultural Maintenance; Elementary Secondary Education; Eskimo Aleut Languages; Higher Education; Immersion Programs; *Indigenous Populations; *Language Maintenance; Language Planning; *Native Language Instruction
IDENTIFIERS- Endangered Languages

Conference papers examine efforts by Indigenous communities, particularly Native American communities, to maintain and revitalize their languages. The 27 papers are: "Ko te reo te mauri o te mana Maori: The Language Is the Life Essence of Maori Existence" (Te Tuhi Robust); "The Preservation and Use of Our Languages: Respecting the Natural Order of the Creator" (Verna J. Kirkness); "Maori: New Zealand Latin?" (Timoti S. Karetu); "Using Indigenous Languages for Teaching and Learning in Zimbabwe" (Juliet Thondhlana); "Language Planning in a Trans-National Speech Community" (Geneva Langworthy); "The Way of the Drum: When Earth Becomes Heart" (Grafton Antone, Lois Provost Turchetti); "The Need for an Ecological Cultural Community" (Robert N. St. Clair, John A. Busch); "Building a Community Language Development Team with Quebec Naskapi" (Bill Jancewicz, Marguerite MacKenzie, George Guanish, Silas Nabinicaboo); "Methods of Madness: The Tuscarora Language Committee" (Francene Patterson); "Daghida: Cold Lake First Nation Works towards Dene Language Revitalization" (Heather Blair, Sally Rice, Valerie Wood, John Janvier); "The Jicarilla Apache Language Summer Day Camp" (Maureen Olson); "Report on the Workshop 'World of Inuktitut'" (Janet McGrath); "Awakening the Languages: Challenges of Enduring Language Programs; Field Reports from 15 Programs from Arizona, New Mexico, and Oklahoma" (Mary S. Linn, Tessie Naranjo, Sheilah Nicholas, Inee Slaughter, Akira Yamamoto, Ofelia Zepeda); "A Native Language Immersion Program for Adults: Reflections on Year 1" (David Kanatawakhon Maracle, Merle Richards); "The Importance of Women's Literacy in Language Stabilization Projects" (Jule Gomez de Garcia, Maureen Olson, Melissa Axelrod); "Teaching published in three indigenous languages and Russian by a group of Native journalists and writers whose goal was saving their traditional culture and language. Now the paper is a supplement to a Russian newspaper and publishes material in two indigenous languages twice a month. (TD)

ED 462 248 SE 056 239

Held, M. Kathleen
Algebra in a Technological World. Curriculum and Evaluation Standards for School Mathematics Addenda Series, Grades 9-12.
PUB DATE- 95
NOTE- 179p.; Written with Jonathan Choate, Charlene Sheets, and Rose Mary Zbiek.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Educational Technology; *Functions (Mathematics); High Schools; Instructional Materials; Mathematics Education; Mathematics Materials; Matrices; *Symbolic Learning; Symbols (Mathematics); Teaching Methods
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

The purpose of this series is to provide instructional ideas and materials that support implementation of the Curriculum and Evaluation Standards in local settings. This book addresses in a very practical way the content, pedagogy, and pupil assessment dimensions of reshaping school mathematics. Chapters include discussions and activities that project the future of algebra in classrooms where today's learning tools, such as graphing calculators with table-building, graphing, and function-fitting capabilities, are augmented with the capability of performing symbolic manipulations. Chapter titles are: (1) "The Future of Algebra in a Technological World"; (2) "Changes in Learning and Their Consequences for Teaching and Assessing"; (3) "A Functions Approach to Algebra"; (4) "Extending a Functions Approach"; (5) "Matrics"; and (6) Symbolic Reasoning." An appendix contains activity solutions. (Contains 25 references and a 22 citation annotated technology resource list.) (MKR)

ED 462 249 SE 056 878

Fennema, Elizabeth, Ed.; Leder, Gilah C., Ed.
Mathematics and Gender.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Australian Research Grants Scheme.
PUB DATE- 90
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Beliefs; *Cognitive Style; Elementary Secondary Education; *Mathematics Achievement; Mathematics Education; Models; *Sex Differences
IDENTIFIERS- Mathematics Education Research

This book reports on various studies that have increased our understanding of why females and males learn different kinds and amounts of mathematics. In particular, this book explicates the Autonomous Learning Behavior model, proposed by Fennema and Peterson, which is a possible explanation of the development of gender differences in mathematics. This model suggests that gender differences in mathematics are caused by females' lowered participation in autonomous learning behaviors which

Essence of Environmental Education"; (3) "Pennsylvania's Environmental Literacy"; (4) "Pennsylvania's Environmental Behaviors"; (5) "Pennsylvania's Environmental Attitudes"; (6) "Environmental Education and Pennsylvania Schools"; (7) "Conclusions"; and (8) "Recommendations." Appendices include the questions, methodology, and regions used in the report. (YDS)

ED 462 275 SE 065 391

Who Am I? ASE Science Year Resources: Bringing Science Year into the Classroom. CD-ROM .
PUB DATE- 01
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Curriculum; Elementary Secondary Education; Interdisciplinary Approach; Internet; Optical Data Disks; *Science Activities; Science Instruction; *Science Interests

This CD-ROM describes how science can be used in schools to show that students can be excited and engaged in science and how science can be integrated into other disciplines. Science Year is a 12-month packed calendar of events, projects and resources, designed to stimulate the imagination about science and technology. Activities include the following: (1) Passport; (2) Flesh Eaters; (3) Race; (4) Inside Body; (5) Perfumes; and (6) Top Science. (YDS)

ED 462 276 SE 065 408

McClain, Kay; Cobb, Paul; Bowers, Janet
A Contextual Investigation of Three-Digit Addition and Subtraction.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 12p.; In: The Teaching and Learning of Algorithms in School Mathematics, 1998 Yearbook. Morrow, Lorna J., and Kenney, Margaret J. (Eds.). National Council of Teachers of Mathematics, Reston, VA, 1998.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Algorithms; *Arithmetic; Computation; *Concept Formation; *Grade 3; Mathematics Curriculum; Mathematics Instruction; Primary Education; *Problem Solving; Thinking Skills
IDENTIFIERS- Mathematical Thinking

This paper discusses an approach to the study of algorithms which values students' construction of nonstandard algorithms but also emphasizes the essential roles of the teacher and instructional activities in supporting the development of students' numerical reasoning. Episodes are presented from a 3rd grade classroom in which a 9-week teaching experiment was conducted. One of the goals of the experiment was to develop an instructional sequence to support third graders' construction of increasingly sophisticated conceptions of place-numeration and increasingly efficient algorithms for adding and subtracting three-digit numbers. The intent is not to offer examples of exemplary teaching but to provide a context in which to examine the relationship between numerical understanding and the use of powerful algorithms. The instructional sequence developed in the course is outlined

Promote Understanding"; (5) "Putting the Standards into Action"; (6) "Using Research To Guide Mathematics Program Development"; (7) "Foundations for Consideration in Mathematics Program Development"; (8) "How Does a District Look at Mathematics Program Development?"; and (9) "Commitment and Adaptability." (MM)

ED 462 299 SE 065 688

Frankovits, Nick; Luton, L. Grant; Evans, Gay
Craftsman/NSTA Young Inventors Awards Program Teacher's Guide. 3rd Edition.
SPONS. AGENCY- Sears, Roebuck and Co., Chicago, IL.
PUB DATE- 02
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Inventions; *Science Activities; *Science Fairs; *Science Instruction; Science Interests; Science Projects; Scientific Principles
IDENTIFIERS- National Science Teachers Association

This guide introduces the Craftsman/NSTA Young Inventors Award Program and includes information on competitions, science activities, and tips on how to facilitate invention programs. Sections include the following: (1) "Introducing the Craftsman/NSTA Young Inventors Awards Program"; (2) "Teaching Invention"; (3) "Young Inventors Classroom Activities"; (4) "Mechanisms--Necessary Knowledge for Novices"; (5) "Discussion Questions"; and (6) "List of Resources." (YDS)

ED 462 300 SE 065 692

Burrelli, Joan S.
Growth Continued in 2000 in Graduate Enrollment in Science and Engineering Fields. Data Brief.
PUB DATE- 01
NOTE- 6p.; For a related document on graduate enrollment in science and engineering, see ED 449 039.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship; Engineering Education; *Enrollment; *Ethnicity; *Graduate Study; Higher Education; Science Education

This document reports on the enrollment of science and engineering graduate students in the United States in 2000 and reviews data from 1993-1999. Data presented are from the Fall 2000 survey of Graduate Students and Postdoctorates in Science and Engineering. The enrollment data are organized by citizenship, race/ethnicity, and field of study. This also reports on the number of science and engineering postdoctoral appointees in doctorate-granting institutions. (YDS)

ED 462 301 SE 065 693

Jankowski, John E.
Classification Revisions Reduce Reported Federal Development Obligations. InfoBrief.
PUB DATE- 02
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Teacher's Guide 2.
PUB DATE- 92
NOTE- 216p.; For student workbook, see SO 028 621. Art reproductions not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian Studies; American Indians; Art; Art Activities; Art Criticism; *Art Education; *Art History; *Artists; Canada Natives; *Cultural Education; Curriculum Guides; Foreign Countries; Instructional Materials; Intermediate Grades; Multicultural Education; Teaching Guides; Units of Study; Visual Arts
IDENTIFIERS- North America

This comprehensive teacher's guide and 20 laminated art reproductions are part of an instructional resource designed to assist teachers in incorporating Native American studies into the elementary art program and general curriculum. It highlights visual art which is actively being innovated by aboriginal artists throughout North America and focuses on ways important cultural beliefs and values are being renewed through visual expression. These draw on a comparative picture method to show relationships between tradition and innovation by featuring both a traditional and an innovative artist, and encouraging examination of the similarities and differences in those cultures and artworks. Artists and cultures examined are: Unit 1: Southwest, (1) Helen Hardin (Santa Clara Pueblo) and Anonymous (Hopi) and (2) Conrad House (Navajo/Oneida) and Anonymous (Anasazi); Unit 2: Arctic, (1) Edward Kiokan (Eskimo) and Anonymous (Eskimo) and (2) Manasie Akpaliapik (Inuit) and Anonymous (Dorset); Unit 3: Eastern & Northern Woodlands, (1) Jackson Beardy (Woodland Cree) and Anonymous (Ojibway) and (2) Daphne Odjig and Anonymous (Potawatomi/Odawa); Unit 4: Plains, (1) Blackbear Bosin (Kiowa/Comanche) and Anonymous (Cheyenne) and (2) Edward Poitras (Metis) and Anonymous (Arapaho); and Unit 5: Northwest Coast, (1) Roy Henry Vickers and Anonymous (Tsimshian) and (2) Bill Reid and Anonymous (Haida). In addition to a program introduction, the teacher's guide gives suggestions for critical inquiry in art history, hands-on activities, and artistic heritage appreciation. Assessment tools and extension activities are included. The guide also provides unit organization charts, maps, time lines, biographies of the artists and overviews of the cultures represented, descriptions and small color reproductions of the artworks discussed, reproducible student sheets, and resource lists. (MM)

ED 462 325 SO 031 608

Wilen, William; Ishler, Margaret; Hutchison, Janice; Kindsvatter, Richard
Dynamics of Effective Teaching. Fourth Edition.
PUB DATE- 00
NOTE- 411p.; For the first edition, see ED 286 870.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Constructivism (Learning); *Decision Making; Democracy; *Instructional Effectiveness;

Lincoln's Spot Resolutions; and (3) a photograph of a border marker being rebuilt in the 1890s. The lesson provides historical background on the circumstances of the Treaty of Guadalupe Hidalgo, Trist's actions, and the surveying of new U.S. territories ceded from Mexico. The unit contains eight diverse teaching activities, including locating and distributing prepared map sets to help students identify the boundary changes after the treaty. Students are asked to write a position paper supporting or opposing the following thesis: "Considering the events that led to the Mexican American War, the terms negotiated in the Treaty were a just conclusion to the crisis." (Contains a written document analysis worksheet and a photograph analysis worksheet.) (BT)

ED 462 344 SO 033 584

Clark, Linda Darus
The Sioux Treaty of 1868. The Constitution Community: Expansion and Reform (1801-1861).
PUB DATE- 01
NOTE- 44p.; For related lesson plans, see ED 461 604-607 and ED 461 609-615. Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Federal Government; *Government Role; *Primary Sources; Secondary Education; *Sioux (Tribe); Social Studies; *Treaties; *United States History
IDENTIFIERS- National Civics and Government Standards; National History Standards; Native Americans; *United States Constitution

From the 1860s through the 1870s the U.S. frontier saw many Indian wars and skirmishes. A study and report on the conditions of the Indian tribes, released in 1867, led to an act to establish an Indian Peace Commission to end the wars and prevent future Indian conflicts. In the spring of 1868 a conference was held at Fort Laramie (Wyoming) that resulted in a treaty with the Sioux. This treaty was to bring peace between the settlers and the Sioux who agreed to locate on the Black Hills reservation in the Dakota Territory. This lesson studies the Sioux Treaty and examines the power granted to the President and the Senate in Article II, Section 2, Clause 2, of the U.S. Constitution, the power to make treaties with foreign nations. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It furnishes four primary source documents: (1) the Sioux Treaty of 1868; (2) a photograph of Spotted Tail, a Sioux chief; (3) Alfred Terry's telegram account of the Battle of Little Bighorn; and (4) a letter giving a Sioux account of Custer's defeat at the Battle of Little Bighorn. The lesson provides the historical background for the treaty signing and lists four books for further reading. It outlines ten diverse teaching activities, including brainstorming, student research, document analysis, role playing, creative writing, and research and analysis. (Contains a written document analysis worksheet and a photograph analysis worksheet.) (BT)

ED 462 345 SO 033 585

Lawlor, John M., Jr.
Fugitive from Labor Cases: Henry Garnett (1850) and Moses Honner (1860). The Constitution Community: Civil War and Reconstruction (1850-1870).
PUB DATE- 01

report identifies current information on the status of male and female students B.C.--or Canada or another jurisdiction when B.C. data are not available--before and after completing or leaving the public school system. The report's primary purpose is to provide accurate and timely data to inform public dialogue about the experiences of males and females in B.C.'s public education system. Following a discussion of perceptions of the issue in other jurisdictions and certain conceptual issues, the report presents general demographics for students as well as teachers, administrative officers, and other educators. Graduation standings and dropout rate are also included. The most recent data are identified to create a picture of gender issues related to course choices and achievement. Post-secondary attendance and faculty enrollment at universities and colleges are also addressed. A section entitled "Health" includes information on sex education in the province and other health issues. The "Crime and Violence" section depicts differences in male and female criminal behavior and victimization. The final section, "Economic and Labor Indicators," provides a general comparison of male and female social and economic statuses. The report concludes with a summary and discussion of the findings. (Contains an extensive bibliography, 29 tables, and 8 figures.) (BT)

ED 462 363 SO 033 626

Education International Policy Resolutions: 1995, 1998, and 2001.
PUB DATE- 01
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Civil Liberties; *Educational Development; *Educational Policy; Foreign Countries; *Global Approach; *Public Education
IDENTIFIERS- Belgium; *Education International (Belgium); Educational Issues; Globalization; Professional Ethics; *Resolutions; Teacher Concerns Statements

Education International (EI) convened its affiliates worldwide on the occasion of its third World Congress in Jomtien, Thailand in July 2001. EI is a worldwide trade union organization of education personnel, whose 25 million members represent all sectors of education from preschool to university, 311 national trade unions and associations in 159 countries and territories. At the 2001 World Congress, the EI member organizations stated their wish that EI continue to mobilize teachers, trade unionists, and the international community around issues such as the right to quality public education for all human beings, controlled globalization, greater social justice and better cooperation among people. This document contains a comprehensive presentation of resolutions adopted by EI. This includes resolutions passed at the 1995 World Congress held in Harare, Zimbabwe, the 1998 World Congress held in Washington, D.C., and the 2001 World Congress held in Jomtien, Thailand. Following the EI Declaration of Professional Ethics, the resolutions are divided into four categories: (1) "Education and Employment (Quality Public Education for All, Status of Teachers, Higher Education, Health Education)"; (2) "Human and Trade Union Rights (Peace and Democracy, Human Rights, Trade Union Rights, Rights of the Child, Gender Equality)"; (3) "Development Cooperation"; and (4) "Globalisation." (BT)

ED 462 364 SO 033 628

and (8) "A Comprehensive Support Program for Beginning Teachers." Five appendixes describe the New Teacher Groups, present various relevant forms, and explain how to start a New Teacher Group. (Contains 99 references.) (SM)

ED 462 384 SP 040 568

McCoy, Leah P.
Studies in Teaching 2001 Research Digest. Research Projects Presented at Annual Research Forum (Winston-Salem, North Carolina, December 2001).
PUB DATE- 01
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Advanced Courses; Alternative Assessment; Calculators; English; English (Second Language); Equal Education; Evaluation Methods; Gender Issues; Global Approach; Grouping (Instructional Purposes); Humor; Mathematics Education; *Mathematics Teachers; Minority Groups; Nonverbal Communication; Parent Participation; Prereading Experience; Proximity; Reading Instruction; Science Education; Science Laboratories; Second Language Instruction; Secondary Education; Secondary School Mathematics; Secondary School Science; Self Esteem; Sex Differences; Sex Discrimination; Social Studies; Spanish; Student Attitudes; Student Evaluation; Student Leadership; *Student Motivation; Study Habi Authentic Materials; Laughter; Touch
IDENTIFIERS- Authentic Materials; Laughter; Touch

This collection of research projects includes: "What Types of Questions Do Mathematics Teachers Ask?" (Cynthia L. Adams); "Will Alternate Assessment Formats Create a Difference in Student Motivation to Study?" (Robyn J. Allen); "Factors Affecting the Motivation of Students" (Dejon J. Banks); "The Dynamics of English Classes with Gender Minorities" (Cameron Cole); "Addressing Gender Inequity in Math" (Christina Cronrath); "The Effects of Intrinsic Motivation, Self Esteem and Gender on Mathematics Achievement" (Tracy Foote); "The Use of Pre-Reading Strategies To Teach Reading in Secondary Level Spanish Classes" (Emily Getz); "Does Parental Involvement Affect Student Achievement?" (Lauren M. Hancock); "Does Gender Grouping Affect Science Achievement in Rotating and Stationary Labs?" (Marie Haymes); "The Selection and Implementation of Authentic Literature in the Foreign Language Program" (Jennifer C. Johnson); "It's No Laughing Matter" (Jeanie Marklin); "The Underlying Paradigms of ESL among Social Studies Teachers" (Marie Ann May); "Student Perceptions of Effective Teaching" (Sarah McCullough); "The First Five Minutes: A Study of Four Teachers' Use of Initial Teaching Moments" (Travis Whitfield McLeod); "Comparison of an Advanced Writing Course On Line versus on Campus Taught by the Same Instructor" (Rigoberto Morales); "Proximity, Touch, and Participation" (Cameron T. Morris); "The Effectiveness of Global versus Focal Questions in Secondary English Class Discussions" (Jill Ochs); "Teacher Response to Wrong' Answers in the English Classroom" (Emily E. Orser); "Methods and Philosophies of High School Social Studies Teachers" (Patrick H. Rickelton); "Effects of Calculator Use on Student Work" (Jean Marie Shaw); "What Motivates Student Leaders" (Jennifer R. Shelton); "Archetypal Criticism in the Classroom and Student Response to Literature" (Zachary Vonnegut); "Teacher Use of the Target Language in the Secondary Spanish Classroom" (Todd A. F. Warren); "Team Learning: A Pilot Study" (Brooke A. Whitworth); and "What Motivates Secondary survey. A total of 26 scales have been defined and confirmed through the analyses. The lowest reliabilities have been in the 0.50 range and the highest in the upper 0.90 range. The distribution of scores for the scales were usually unimodal and often symmetric, but in some cases, the distributions were almost uniform. The result of the scaling methodology has been to produce a series of scales that are very sensitive to differences in beginning teacher's preparation and perspective. These scales can be used with high confidence to investigate the variables that lead to student learning in the classroom. (SLD)

ED 462 403 TM 033 665

Berk, Eric J. Vanden; Lohman, David F.; Cassata, Jennifer Coyne
What Does a Verbal Test Measure? A New Approach to Understanding Sources of Item Difficulty.
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Construct Validity; Higher Education; Item Response Theory; *Test Items; Test Results; *Verbal Tests
IDENTIFIERS- Self Report Measures

Assessing the construct relevance of mental test results continues to present many challenges, and it has proven to be particularly difficult to assess the construct relevance of verbal items. This study was conducted to gain a better understanding of the conceptual sources of verbal item difficulty using a unique approach that integrates self-report information with item response theory (IRT) data. Sources of difficulty were examined for sentence completion items on a standardized multiple-choice test, the Cognitive Abilities Test (R. Thorndike and E. Hagen, 1993) as part of the development of a new edition of the test. Results from a sample of 35 college students indicate that while there is a unidimensional nature to sentence completion solutions, specific sources of verbal features that can be manipulated easily to generate items for students at different levels of ability remain difficult to identify. This has implications for the construction and manipulation of construct-relevant variance in verbal item pools. Limitations of this study, implications for future research, and the role of integrated self-report and IRT data are discussed. Two appendixes contain tables of factor analysis results. (Contains 3 tables and 16 references.) (Author/SLD)

ED 462 404 TM 033 666

Rosenberg, Reagan; Bryant, Miles
Discrimination by Young Children across Three Different Survey Response Icons.
PUB DATE- 01
NOTE- 13p.; Paper presented at the Annual Meeting of the American Evaluation Association (St. Louis, MO, November 8-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; Enrichment;

that a dominant factor underlies the MCAT. This is probably a "general intelligence" factor. The results also suggest additional factors that represent the principal disciplines measured on the MCAT. After the general factor, the next structural layer of the MCAT separates test material measuring science from test material measuring verbal reasoning and writing skills. The next structural level depicts three factors: science, verbal reasoning, and writing skills. These three factors were supported by all analyses. Results also support the distinction between the science disciplines, and, in general, analyses support the current content structure of the MCAT reported in the test blueprint. From a statistical perspective, results suggest it might be possible to scale the biological and physical sciences along a single continuum. With respect to the consistency of the MCAT structure across selected groups of testtakers, results supported the hypothesis of structural invariance across groups. In general, multidimensional scaling analyses indicated that all dimensions were relevant for accounting for the variation in the data for each group. Some exceptions are discussed. An appendix contains depictions of the confirmatory factor analysis models and parceling schemes. (Contains 13 figures, 30 tables, and 20 references.) (SLD)

ED 462 424 TM 033 688

Neustel, Sandra
An Investigation into the Possible Speededness of the Medical College Admission Test. MCAT Monograph 3.
SPONS. AGENCY- Association of American Medical Colleges, Washington, DC.
PUB DATE- 01
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Applicants; College Entrance Examinations; Higher Education; Medical Education; Test Items; *Test Length; Validity
IDENTIFIERS- *Medical College Admission Test; *Speededness (Tests)

As a continuing part of its validity studies, the Association of American Medical Colleges commissioned a study of the speediness of the Medical College Admission Test (MCAT). If speed is a hidden part of the test, it is a threat to its construct validity. As a general rule, the criterion used to indicate lack of speediness is that 80% of the examinees will finish 100% of the items on a test and that 100% of the examinees will finish 80% of the items. Previous studies have indicated that this rule is not violated by the MCAT. For this study, the frequencies of omitted items and items "not reached" were tabulated, with counts of omitted items including items not reached. Items in the not reached category are an indication of speediness since they represent omitted items only at the end of a test section. Data were examinee responses to three of four test sections (physical sciences, biological sciences, and verbal reasoning). Data came from forms of the MCAT administered to 16,520 testtakers in 1994, 3,638 testtakers in 1994, and 12,625 examinees in 1996. The various analyses , including split half reliabilities, reveal no evidence of speediness on the science sections of the MCAT. The verdict is not so clear for the verbal reasoning section of the test. Patterns of omitted and "not reached" items exceeded the proportions of the science tests, and patterns of guessing were reform. An appendix contains the School Work Culture Productivity Model. (Contains 4 tables and 48 references.) (SLD)

ED 462 444 TM 033 709

Anderson, John O.
The Evaluation of Student Achievement: Preliminary Analyses in Modelling Teacher Decisions.
PUB DATE- 00
NOTE- 15p.; Paper presented at the Annual Meeting of the Canadian Society for the Study of Education (Alberta, Canada, May 24-28, 2000.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Decision Making; Elementary Education; Elementary School Students; *Elementary School Teachers; Grades (Scholastic); *Grading; *Preservice Teachers; Student Evaluation; Student Journals; Teacher Attitudes; Teacher Education

This study focused on one task that is characteristic of teacher responsibilities and activities in the school: the evaluation of student achievement. It involved more than 100 preservice elementary school teachers who assessed the performance of 3 simulated students on 6 language arts tasks. Information collected included the marks assigned to students on various submitted assignments and tests and the journal entries of the student teachers. The study continues an investigation into the procedures and information bases preservice teachers use in making judgments about student achievement. The marks and grades that each student teacher generated were summarized and compared across the three simulated students to determine the extent to which the student teachers viewed their three students as distinct in their achievement in language arts. Study findings support the view that evaluation of student achievement is not a simple process. The data show that final marks are not the same thing as final letter grades, although they are closely related. Educators have characteristic predilections to mark or grade high or low, and elements other than marks awarded to specific achievement products enter into the creation of final marks and letter grades. Results also demonstrate the potential of the portfolio approach to collecting information about the evaluation of student achievement by teachers. The achievement products in this study appear to have functioned as intended, in that the expected student achievement level was recognized by the evaluators. Analysis of the journals of the student teachers will be used to provide further information about how teachers evaluate students. (Contains 7 tables and 22 references.) (SLD)

ED 462 445 TM 033 710

Anderson, John O.; Bachor, Dan; Baer, Markus
Using Portfolio Assessment To Study Classroom Assessment Practice.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 01
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

transformed from "cruel, enemy aliens" to "industrious, quiet, law-abiding citizens." For years, the press has portrayed Asian Americans as a model minority. In the late 1960s and early 1970s, Asian Americans were depicted as achieving the American dream through hard work, attributing the model minority success to strong family values, structure, and stability. Asians have emerged as an affluent cultural minority as the result of values inherent in their culture, beliefs, customs, and traditions. Researchers contend that this image change is attributable to professional attitudes and upward social mobility among college educated Asian Americans, coupled with the new arrival of highly educated Asian immigrants. To investigate this image, many scholars have examined Asian Americans' academic achievement, since they do well as a group. Reasons posited for their academic excellence include social values, the importance given to education, parental factors, economic factors, and school factors. Persistent problems include communication/language problems, refugee waves, residence, discrimination, and the affirmative action quota system. (Contains 61 references.) (SM)

ED 462 463 UD 034 735

Dropout Study: A Report to the 77th Texas Legislature.
PUB DATE- 00
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Interpretation; *Dropout Rate; *Dropouts; Graduation; Research Methodology; Secondary Education; Student Attrition
IDENTIFIERS- State Policy; *Texas

This report presents findings and recommendations from a study of the current system used to identify and report Texas students who do not graduate from high school or who drop out of school before enrolling in high school, required by the Legislative Budget Board, State Auditor's Office, and the Texas Education Agency (TEA). Dropout rates published by the Texas Education Agency have been criticized for not presenting an accurate picture of the dropout phenomenon in Texas public schools. The recommendations address three areas in which reporting of the current annual dropout rate has been criticized: dropout definition, dropout rate calculation, and data quality. The report focuses on: "State Policy Overview" (current statutory requirements, overview of TEA, dropout data processing, and state policy history); "Dropout Definition" (history of TEA definition, data processing refinements, and National Center for Education Statistics data); "Dropout Rate Calculation" (annual dropout rate, longitudinal completion and dropout rates, and attrition rate); and "Data Quality" (Public Education Information Management System, or PEIMS, resources and accountability safeguards and consequences of inaccurate reporting). The four appendixes feature: leaver reasons coded for 1997-98 and 1998-99 leavers, PEIMS leaver reason codes and documentation requirements, historical annual dropout rates by student groups, and dropout data collection and reporting in other states. (Contains 18 references.) (SM)

ED 462 464 UD 034 736

Smith, Jim H.
Education Foundations: Changing Public Education and the Way Connecticut Communities Pay for It. CPEC Best Practices Report,

Wang, Margaret C.; Manning, JoAnn
Turning Around Low-Performing Schools: The Case of the Washington, DC Schools. Publication Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Change Strategies; *Educational Change; *Educational Improvement; Elementary Secondary Education; *Low Achievement; Program Effectiveness; Public Schools; *Urban Schools
IDENTIFIERS- *District of Columbia Public Schools

This paper describes one successful approach to restoring failing urban schools. The project involved six low-performing District of Columbia elementary schools. Its goal was to turn the schools around by implementing the Community for Learning comprehensive school reform model. It involved collaboration between the school district, school staff, and Temple University's Laboratory for Student Success. Staff and student turnover was significant during the project, which challenged implementation and required intensive implementation training and professional development support. Findings on program implementation and outcomes for the first 2 years indicated a positive pattern toward program outcomes, including changes in teacher and student classroom behavior, degree of program implementation, and student achievement. The two most salient ingredients to success were: focusing on each student's learning needs and tailoring the instructional program to address them and emphasizing the strengths of the school and the community instead of highlighting solely on what was wrong. The effort did not present a different curriculum, throw out everything old in favor of the new, or hire significant numbers of new staff. It used the schools' resources, preserving what worked and supplementing with improved practices. It built in elements that reinforced teachers' competence, which helped sustain change. (SM)

ED 462 483 UD 034 761

Bailey, Kirk A.; Ross, Catherine J.
School Safety & Youth Violence: A Legal Primer.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 01
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constitutional Law; Due Process; Elementary Secondary Education; Expulsion; *Legal Responsibility; School Responsibility; *School Safety; Search and Seizure; Student Records; Student Rights; Suspension; *Violence; Zero Tolerance Policy
IDENTIFIERS- Family Educational Rights and Privacy Act 1974

This legal primer on violence in schools addresses the responsibility of school officials to respond to undisciplined youths whose behavior threatens the welfare and safety of other adopting innovative school reforms. District leadership selected eight reform models (including ATLAS, Co-NECT, and Paideia). Elements common to the models included high student performance standards, strong teacher involvement, increased site-based professional development/planning time, and increased use of performance assessments. Schools emphasized cooperative learning, thematic units, student-centered instruction, integrated curricula, technology, and community and family involvement. Data from classroom visits, observations, and teacher interviews indicated that teaching and learning became more active in schools that were undergoing restructuring. The expanded restructuring in 1998-99 spotlighted Memphis as the only New American Schools jurisdiction to implement full systemic reform. When the superintendent left in 1999, commitment to the reform diminished at many schools. Lessons learned from the experience include: teacher buy-in is critical to success, school districts should be active in readying schools for change, one size does not fit all, and schools must own the reform. (Contains 25 references.) (SM)

ED 462 502 UD 034 790

Neas, Ralph G.; Pathak, Arohi; Holmes, Dwight; Mincberg, Elliot
A Painful Price: How the Milwaukee Voucher Surcharge Undercuts Wisconsin's Education Priorities.
PUB DATE- 02
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Finance; *Educational Vouchers; Elementary Secondary Education; Private Schools; *School Choice; Tuition
IDENTIFIERS- Milwaukee Parental Choice Program WI; *Milwaukee Public Schools WI; *State Taxes

This paper suggests that Wisconsin taxpayers are being overcharged to pay for Milwaukee's private school voucher program, noting that this hefty surcharge is being paid legally due to a fundamental flaw in the voucher law. This surcharge is unique in that the voucher program pays private schools more than the price of tuition. Many groups oppose the voucher program for a variety of reasons, including its diversion of public tax dollars away from public schools and its weakening of the fundamental constitutional principle of separation between church and state. The surcharge appears to be worsening the existing budget crisis in the Milwaukee Public Schools, seriously impeding the state's ability to fund necessary programs. Trends suggest that the surcharge is likely to rise. The paper outlines some specific examples of how resources now being diverted could be better spent on public education, examining alternative education funding, special education funding, and school construction and renovation. It concludes that due to the surcharge, nearly $28 million was used over 2 years to pay private and religious schools over and above what private citizens or foundations would pay for the same services, suggesting that there is no justification for such a surcharge. Tables are appended. (Contains 48 endnotes.) (SM)

ED 462 503 UD 034 791

Shaul, Marnie S.
Title I Funding: Poor Children Benefit though Funding Per Poor

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Case Studies; *Educational Improvement; High Schools; Parent Participation; Teacher Expectations of Students; Technical Education; Urban Schools
IDENTIFIERS- Georgia; High Schools That Work

This case study describes how an ordinary urban school, Loganville High School of Loganville, Georgia, reversed its pattern of low performance and became a Georgia School of Excellence by committing to a serious pursuit of whole-school improvement. Strategies included eliminating low-level classes, raising graduation requirements, involving parents in the advisement system, upgrading career/technical programs, and raising expectations. Progress in getting students to meet high standards is shown by the fact that overall achievement has improved, fewer students are dropping out, more students are entering college, fewer students take developmental courses, and more students are completing a challenging curriculum. The report discusses lessons learned (e.g., school leaders and teachers must stay focused on improving achievement); state policies that support Loganville's school improvement efforts (e.g., elimination of the general track and development of apprenticeship programs); further state help needed to sustain school improvement at Loganville (e.g., have career/technical courses aligned to standards for language arts, mathematics, and science); and how the Southern Regional Education Board assisted Loganville in school improvement via the High Schools That Work effort. (SM)

ED 462 521 UD 034 830

Grossman, Herschel I.; Kim, Minseong
Educational Policy: Egalitarian or Elitist?
PUB DATE- 01
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Elitism; Foreign Countries; Human Capital
IDENTIFIERS- *Egalitarianism; Predation

This paper offers an explanation for observed differences across countries in educational policies and in resulting interpersonal distributions of human capital, analyzing a general-equilibrium model in which, as a result of differences in natural ability and nurturing, some people are initially well-endowed with human capital and some are initially poorly-endowed. It assumes that people can choose to be either producers or predators. Because an increase in a person's human capital makes predation a less attractive choice, it is possible that by using some of their human capital to educate initially poorly-endowed people, well-endowed people can increase their own consumptions. It is predicted that if producers are able to enforce a collective choice that takes advantage of the deterrent effect of allocating resources to guarding against predators, then well-endowed people prefer an egalitarian educational policy that increases the human capital of all poorly-endowed people. Such an educational policy either decreases the cost of deterring predation or makes deterrence possible. In contrast, if producers or small subsets of quality of life offered by rural areas. Attracting migrants should be complemented with education and training of people in existing businesses. Building networks to encourage interaction among entrepreneurs, and between entrepreneurs and other local leaders in education and government will increase information-sharing that might not take place otherwise and will enhance business success. Telecommunications is but one piece in the more complex puzzle of rural development. Because the issue is wrapped up in human capital, it is far more than a simple infrastructure supply issue. (Contains 78 references.) (TD)

ED 462 215   RC 023 235

Stauber, Karl N.
Why Invest in Rural America--And How? A Critical Public Policy Question for the 21st Century.
PUB DATE- 01
NOTE- 22p.; In its: "Exploring Policy Options for a New Rural America" Proceedings (2nd, Kansas City, MO, April 30-May 1, 2001) pp 9-29.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Conservation (Environment); Economic Development; Entrepreneurship; *Futures (of Society); Government Role; Higher Education; *Human Capital; Land Grant Universities; *Public Policy; Rural Areas; *Rural Development; Rural Education; Speeches
IDENTIFIERS- Education Economy Relationship

Current rural policies at both the federal and state levels do not meet the needs of rural people and communities; they are designed for the past, not the future. Agricultural subsidies absorb most federal resources directed to rural areas, with no evidence of benefits for rural communities. The continuing state-level pursuit of low-wage, low-skill manufacturing jobs is no longer viable. Without public action, rural decline will continue, often leading to the relocation of those with the most intellectual, financial, and social assets. Therefore, we must change both why and how we invest in rural America. Public policy in rural America must produce three societal benefits: survival of the rural middle class, reduction of concentrated rural poverty, and sustainability and improvement of the quality of the natural environment. To achieve these benefits, several outcomes should be pursued: increased human capital, conservation of the natural environment and local culture, increased regional competitive investments, and investments in infrastructure that supports expansion of new competitive advantages. A policy framework is proposed that addresses each of these outcomes for each of four types of rural areas: urban periphery, sparsely populated, high amenity, and high poverty. Human capital strategies focus on the replacement of the land-grant university with postsecondary institutions that better serve rural areas and on the potential of immigrants as risk-taking entrepreneurs. (Contains 27 references.) (TD)

ED 462 216   RC 023 241

American Indian and Alaska Native Education Research Agenda.
PUB DATE- 01
NOTE- 55p.; Produced by the Research Agenda Working Group under the direction of a Federal Interagency Task Force. Working Group members are from the Office of Educational Research and

Reading with Puppets" (Ruth Bennett); "Assessing Lakota Language Teaching Issues on the Cheyenne River Reservation" (Marion BlueArm); "Incorporating Traditional Nehiyaw/Plains Cree Education in the University" (Myron Paskemin, Donna Paskemin); "Collecting Texts in Craho and Portuguese for Teaching" (Sueli Maria de Souza); "Early Vocabularies and Dictionary Development: A Cautionary Note" (Blair A. Rudes); "The Process of Spelling Standardization of Innu-Aimun (Montagnais)" (Anne-Marie Baraby); "Maintaining Indigenous Languages in North America: What Can We Learn from Studies of Pidgins and Creoles?" (Anne Goodfellow, Pauline Alfred); "Ojibway Hockey CD ROM in the Making" (Shirley I. Williams); "The Use of Multimedia and the Arts in Language Revitalization, Maintenance, and Development: The Case of the Balsas Nahuas of Guerreo, Mexico" (Jose Antonio Flores Farfan); "The Languages of Indigenous Peoples in Chukotka and the Media" (Galina Diatchkova); "Language Revitalization Using Multimedia" (Peter Brand, John Elliott, Ken Foster); and "Meeting of the Inuktitut and Yup'ik Family of Languages, May 12, 2000" (Guy Delorme, Jacques Raymond). (SV)

ED 462 232   RC 023 386

Robust, Te Tuhi
Ko te reo te mauri o te mana Maori: The Language Is the Life Essence of Maori Existence.
PUB DATE- 02
NOTE- 17p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; Boards of Education; *Community Control; Decentralization; *Educational Change; Elementary Secondary Education; Foreign Countries; *Language Maintenance; Maori; *Maori (People); *Participative Decision Making; Rural Schools; *School Based Management; School Community Relationship
IDENTIFIERS- *New Zealand

This paper discusses the impact that recent educational reforms by the New Zealand government had on Maori individuals involved in community decision-making processes, focusing on one predominantly Maori rural community. Three strands of recent educational change in New Zealand are the move to self-managing institutions; ongoing debate over student and parental choice of school; and development of Maori initiatives, such as Maori language nests, Maori total-immersion schools, and tribal universities. A study of the rural community of Motatau and its school in the late 1980s shows how the community took responsibility for its school and established goals of a high-quality education and fluency in both English and Maori. Discussion focuses on the role and challenges of the school's new board of trustees, the creation of computer-based information networks linked to traditional family networks, school-community communication issues, issues of teacher workload and financial problems, and need for teacher education and professional development relevant to small rural schools. Ten years later, the hardships of rural schools had not abated. Governments devolved the responsibility of school governance and management but did not provide sufficient financial and human resources to pursue local interests. Nevertheless, Motatau has maintained an innovative learning environment with both require and develop one's ability to work independently in high-cognitive-level activities. Chapters are: (1) "Justice, Equity, and Mathematics Education" (E. Fennema); (2) "Gender Differences in Mathematics: An Overview" (G. C. Leder); (3) "Spatial Skills, Gender, and Mathematics" (L. A. Tartre); (4) "Internal Influences on Gender Differences in Mathematics" (M. R. Meyer and M. Schatz Koehler); (5) "Attributions, Performance Following Failure, and Motivation in Mathematics" (P. Kloosterman); (6) "Classrooms, Teachers, and Gender Differences in Mathematics" (M. Schatz Koehler); (7) "Teacher/Student Interactions in the Mathematics Classroom: A Different Perspective" (G. C. Leder); (8) "Teachers' Beliefs and Gender Differences in Mathematics" (E. Fennema); and (9) "General Differences in Mathematics: A Synthesis" (G. C. Leder and E. Fennema). (MKA)

ED 462 250 SE 057 017

Conservation Education Today & Tomorrow: Resource Conservation.
SPONS. AGENCY- Forest Service (USDA), Washington, DC.
PUB DATE- 94
NOTE- 234p.; Some pages printed with colored background design may not reproduce adequately. Videotape and full-color posters not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; Environmental Education; *Natural Resources; Science Activities; Science Curriculum

This kit was developed by the Illinois Department of Conservation's Education Program with assistance from the State Board of Education, as a teaching tool which can be used to promote conservation awareness of young people. It is designed to enable educators to help students in grades 7-10 learn about Illinois' renewable natural resources through a variety of approaches including student lessons, a videotape, full-color posters, stand-alone activities, and a supplemental learning unit. Materials can correlate with current activities and assist in meeting State goals for Learning in several of the fundamental learning areas. Topics covered in the lesson plans include: natural resources; ecosystems; management of natural resources; values and principles; conflicts, resolutions, and planning; legislation and enforcement; species management; habitat management; and taking action. Activities include: construction of an aquarium or terrarium, censuses and estimates, resolving problems, values and principles, environmental assessment, turkey trouble, a prairie web of life, topographic maps, taking a survey, and American conservationists. Student and teachers' guides to an educational simulation game are included. (JRH)

ED 462 251 SE 057 620

Harlen, Wynne; Holroyd, Colin
Primary Teachers' Understanding of Concepts in Science and Technology. Interchange 34.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; *Environmental Education;

first. This is followed by a series of vignettes from the classroom that focus on students' algorithms and their beliefs. (MM)

ED 462 277 SE 065 422

Saul, Mark
Reifying the Research: Mathematics Education in Taiwan.
PUB DATE- 00
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Achievement; Elementary Secondary Education; Foreign Countries; Higher Education; *Mathematics Instruction; Professional Development; *Teacher Education; Teacher Educators
IDENTIFIERS- *Taiwan

This essay describes the current state of mathematics education in Taiwan. It also describes the author's visits to various schools and universities as well as discussions with members of the Taiwanese mathematical community to examine how many American high school teachers' mathematics educational practices compare. The author concludes by cautioning this comparison, upholding the fact that cultural differences exist and that Taiwanese practices cannot be plugged directly into American schools. (MM)

ED 462 278 SE 065 427

Orzech, Michelle; Baird, Jim
Balancing Act: Population, Consumption and the Global Environment.
SPONS. AGENCY- Richard and Rhoda Goldman Fund, San Francisco, CA.; William and Flora Hewlett Foundation, Palo Alto, CA.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 01
NOTE- 45p.; Funding also provided by the Summit Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Conservation (Environment); Elementary Secondary Education; *Environmental Education; Policy Formation; *Population Growth; Population Trends; Science and Society; Science Education; Social Action; *Social Responsibility; *Sustainable Development

The Izaak Walton League is committed to investigation and dialogue that contribute to a sustainable world. An understanding of conservation continues to evolve and mature as new science comes to light and is transformed, through civil discourse, into common sense policy and action. The information presented in this action guide continues a conversation about population and the environment that the League has pursued for many years. The guide is divided into five sections: (1) Policy Background; (2) Perspectives; (3) Questions and Answers; (4) Action Steps; and (5) Resources. Use of this guide can be a first step toward achieving sustainability of population and environment. (DDR)

ED 462 279 SE 065 428

Loveless, Tom; Diperna, Paul
The Brown Center Report on American Education: How Well Are American Students Learning? Focus on Math Achievement.
SPONS. AGENCY- Alcoa Foundation, Pittsburgh, PA.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; *Federal Aid; *Research and Development; Scientific Research

This document reports on federal Research and Development (R&D) funding trends for the last 10 years and explains the sources of Federal R&D revisions. The data are obtained from an annual census of approximately 30 federal agencies that report obligation data to the National Science Foundation Survey of Federal Funds for R&D. (YDS)

ED 462 302 SE 065 694

Bennof, Richard J.
Federal Academic Science and Engineering Obligations Increased 10 Percent in FY 2000. InfoBrief.
PUB DATE- 02
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Colleges; *Data; Engineering Education; *Financial Support; Higher Education; Nonprofit Organizations; *Research and Development; Science Education; Universities

The National Science Foundation (NSF) has collected data annually since 1965 on the Survey of Federal Science and Engineering Support to Universities, Colleges, and Nonprofit Institutions. This document reports on the federal support for academic science and engineering (S&E) activities and research and development (R&D) projects in fiscal year 2000. (YDS)

ED 462 303 SE 065 696

Heimlich, Joe E.
Finding Resources on the Internet: A Trainer's Module for Environmental Education.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.
PUB DATE- 99
NOTE- 30p.; Developed by EETAP (Environmental Education and Training Partnership) Resource Library (The Ohio State University) and EE-Link.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Higher Education; *Internet; *Search Strategies; World Wide Web
IDENTIFIERS- *Training Materials

This document presents a training module for finding environmental education resources on the Internet. The module includes information on online searching and searching strategies. Also provided are training resources, overheads, databases, online information providers, and other valuable resources. (YDS)

ED 462 304 SE 065 697

Heimlich, Joe E.; Wang, Katy
Evaluating the Structure of Web Sites. First Edition.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.

Middle School Teachers; Middle Schools; National Standards; Secondary Education; Secondary School Teachers; *Teacher Effectiveness
IDENTIFIERS- *Instructional Dynamics

This volume emphasizes decision-making which links all the other topics together. The book balances two major perspectives influencing teacher decision-making about instruction today: (1) findings from research on effective teaching; and (2) the ideas of constructivism. Unique to the book is the inclusion in each chapter of a scenario in which a middle or secondary school teacher, representing a wide range of subject areas and grade levels, applies key ideas to the classroom. These scenarios appear near the beginning of each chapter, are referred to and analyzed throughout the chapter, and provide a running commentary on the theoretical content being presented. The book features graphic organizers that emphasize key ideas; sections that summarize current research and theoretical literature; boxes that highlight key ideas; and a new chapter emphasizing computers in the classroom entitled "Instructional Technologies." Chapters in the book are: (1) "Teacher Decision Making"; (2) "Building a Climate for Learning"; (3) "Democratic Classroom Discipline"; (4) "Curriculum Considerations"; (5) "Planning for Teaching"; (6) "Basic Instructional Techniques"; (7) "Primary Instructional Methods"; (8) "Teaching Strategies for Promoting Learning and Achievement"; (9) "Instructional Technologies"; (10) "Evaluation of Classroom Performance"; and (11) "Toward Effective Teaching." Each chapter contains references. (BT)

ED 462 326 SO 032 673

Adkins, Mike; Jones, Ralph
The Battle of Honey Springs: The Civil War Comes to Indian Territory. Teaching with Historic Places.
PUB DATE- 01
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); *Heritage Education; *Historic Sites; History Instruction; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; Student Research
IDENTIFIERS- National Register of Historic Places

Union Army troops marched south through Indian territory on July 17, 1863, to face the Confederate Army forces in a battle that would help determine whether the Union or the Confederacy would control the West beyond the Mississippi River. The Confederate troops that these soldiers faced in the Battle of Honey Springs concealed themselves among the trees lining a nearby water source after which the battle is named. The Battle of Honey Springs was important because of its setting in what is now eastern Oklahoma and because Native Americans fought and died there for both the North and the South. This lesson is based on the National Register of Historic Places registration file "Honey Springs Battlefield" and other sources. The lesson can be used to teach units on the Civil War, on Native American history, or on cultural diversity. It begins with a brief overview of the battle, and contains the following sections: "About This Lesson"; "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps"; "Determining the Facts: Readings"; "Visual Evidence: Images"; "Putting It All Together: Activities"; and

NOTE- 43p.; For related lesson plans, see ED 461 604-607 and ED 461 609-615. Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); Comparative Analysis; *Court Litigation; *Federal Government; *Political Issues; *Primary Sources; Secondary Education; *Slavery; Social Studies
IDENTIFIERS- National Civics and Government Standards; National History Standards; United States Constitution

The cases of Henry Garnett and Moses Honner bookend the 1850s, a decade of intensifying political crisis that was deeply connected to the institution of slavery. In both court actions, which were tried in the Third Circuit Court, Eastern District, Philadelphia, Pennsylvania, the defendants were charged with being "fugitives from labor." Despite similarities in the cases, the outcomes were completely opposite. This lesson compares the Garnett and Honner cases pointing to the increasingly volatile political crisis of the 1850s arising over the issue of slavery and necessitating the enactment of the 13th, 14th, and 15th Amendments to the U.S. Constitution. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It furnishes three primary source documents connected to the two cases. The lesson provides historical background and lists four resources. It offers instructions for implementing six diverse teaching activities, compare and contrast the cases, research on the cases, essay writing, and an extension activity. (Contains a written document analysis worksheet.) (BT)

ED 462 346 SO 033 586

Perry, Douglas
The Civil War as Photographed by Mathew Brady. The Constitution Community: Civil War and Reconstruction (1850-1870).
PUB DATE- 01
NOTE- 25p.; For related lesson plans, see ED 461 604-607 and ED 461 609-615. Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); *Government Role; *Photographs; Photography; *Primary Sources; Secondary Education; Slavery; Social Studies
IDENTIFIERS- Articles of Confederation; Brady (Mathew); National Civics and Government Standards; National History Standards; *United States Constitution

Many historians call the Civil War the central event in U.S. history. The formation of the U.S. Constitution corrected the autonomy of individual states that the Articles of Confederation did not harness. The young country struggled for 75 years to find a graceful balance between the power of the federal government and that of the states. The states rights and the slavery issue propelled the country into civil war. Mathew Brady and his colleagues used a new medium, photography, to document battlefields, camps, towns, and people touched by the War. No battles were photographed because the still primitive technology of photography required that subjects be still at the moment the camera's shutter snapped. This lesson examines how the Civil War threatened the very purpose of the U.S. Constitution as stated in the Preamble. The lesson correlates to the National History Standards and to the

China: Tradition and Transformation Curriculum Projects. Fulbright-Hays Summer Seminars Abroad Program, 2001 (China).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 02
NOTE- 568p.; Some individual projects contain graphics and text which may not reproduce adequately. For China 2000 projects, see ED 452 132.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian History; Asian Studies; *Chinese Culture; Comparative Analysis; *Curriculum Development; Elementary Secondary Education; Females; Foreign Countries; Global Approach; *Social Studies; Thematic Approach
IDENTIFIERS- *China; Fulbright Hays Seminars Abroad Program; Oral Presentations; Response to Literature

The curriculum projects in this collection represent the culmination of a Fulbright-Hays summer seminar for educators which took place in China in 2001. The collection contains 16 curriculum projects: "Notes on Giving a Presentation to a Parents Group, School Board or Other Public Audience Regarding Modern China" (David Bilka); "Teaching Methodologies of Exposing Students to the Chinese Culture in Elementary Education" (Sherry E. Carr); "A Comprehensive Study of China Prepared for World Cultures Students (10th Grade)" (Daniel Chittick); "Understanding Contemporary China, 1945-Present: An Instructional Unit for 10th Grade Global History" (Judith A. DuPre); "The Women of China: From Manchu to Mao to Modern" (Claire McCaffery Griffin); "Awaking China from Its Slumber: From Gunboat to Ping-Pong Diplomacy" (Dana N. Lynch); "From Golden Peaches to Golden Arches: Silk Roads Old and New" (Michael A. Marcus); "Integrating Media into China Studies" (Nancy Nemchik); "Chinese Trade Show" (Suzanne Otte); "Dancing with the Dragon: Exploring 20th Century China through Adeline Yen Mah's Memoir 'Falling Leaves'" (Valerie A. Person); "China: Paradise of Historians" (Adrienne J. Phillips); "Chinese History Unit from c. 2000 B.C.E. to 220 C.E.--9th Grade Two Week Unit" (Moneeka Settles); "Historical Investigation: Evidence of the First Emperor's Reign" (Marcie Taylor-Thoma); "Understanding the Chinese Cultural Revolution Using Episodes from 'Red Scarf Girl' by Ji-li Jiang" (Sharman Lange Vermeer); "China: A Country in Transition" (Gerry Waller); and "A Comparative Analysis of Five Major Chinese Cities" (Ann Wight). (BT)

ED 462 365 SO 033 629

Sieber, Ellen
Teaching with Objects and Photographs: Supporting and Enhancing Your Curriculum. A Guide for Teachers.
PUB DATE- 01
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Archaeology; *Classroom Techniques; *Cultural Context; *Curriculum Enrichment; Elementary Secondary Education; Instructional Innovation; *Photographs; Social Studies

Social Studies Teachers To Use Primary Sources?" (Susan Wiseman). (Papers contain references.) (SM)

ED 462 385 SP 040 569

Linquanti, Robert; Peterson, Joan
"An Enormous Untapped Potential: A Study of the Feasibility of Using National Board for Professional Teaching Standards Certification To Improve Low-Performing Schools.
PUB DATE- 01
NOTE- 40p.; Produced with assistance from Tenley Harrison.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Improvement; Educational Quality; Elementary Secondary Education; Faculty Development; *Low Achievement; *National Standards; Poverty; *Teacher Certification; *Teacher Effectiveness; Teacher Evaluation
IDENTIFIERS- *National Board for Professional Teaching Standards

This study explored the feasibility of using the National Board for Professional Teaching Standards (NBPTS) teacher assessment and certification process as part of a comprehensive strategy to improve professional culture and teaching quality in low-performing schools. Data from surveys of NBPTS California Support Network members were used to generate structured interview protocols for six key informant categories (NBPTS certified teachers, National Board candidates, administrators at low-performing schools, district professional development personnel, teacher union representatives, and NBPTS support providers). Interviews highlighted reasons for pursuing board certification, challenges, support, school reform efforts, leadership, the process teachers commit to when pursuing board certification, benefits of board certification, and usefulness of the NBPTS process). Challenges included instability in students lives, inability to demonstrate excellence, frequent teacher and administrator turnover, and difficulty engaging parents. Respondents voiced concern about the district-wide trend to use highly scripted curricula and instructional materials. However, they were generally optimistic. They identified the need for a systemic approach that recognized and engaged with the larger context in which low-performing school systems are nested. They noted the need for school and district administrators to understand and support the NBPTS tenets and certification process. The interview protocols are appended. (SM)

ED 462 386 SP 040 571

Hale, Janice E.
Learning While Black: Creating Educational Excellence for African American Children.
PUB DATE- 01
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Community; *Black Students; Church Role; Culturally Relevant Education; Educational Change; Educational Improvement; Educational Quality; Elementary Secondary Education; *Equal Education; *Excellence in Education
IDENTIFIERS- Reform Efforts

This book critiques existing initiatives for improving the

Kindergarten; *Kindergarten Children; Primary Education; *Responses; *Summer Programs; Surveys; *Test Construction
IDENTIFIERS- Iconic Representation

This paper explores the differences in how young children respond to three different types of sample survey response icons. The purpose of the project was to determine if using different types of response icons would result in greater levels of discrimination by children in kindergarten through third grade. The setting was a summer enrichment program in which approximately 400 children enrolled in week-long classes. Surveys were administered at the end of each class. Children were asked to respond to eight items using three different styles of response anchors or icons. In all, 376 children completed surveys. Analysis of the data indicated a significant difference between response icons using "smiley faces" as compared to those using "thumbs-up/down" icons and those using simple "Y" or "N." Children who responded using "smiley faces" did not discriminate between response icons to the degree those did using the response icons in the other two alternative response modes. Program evaluators seeking to gather data from young children should be alerted to the likelihood that the conventional use of "smiley faces" may not reflect the real feelings of these subjects. (Author/SLD)

ED 462 405 TM 033 667

Washington, Wanda
Parent and Community Involvement.
PUB DATE- 01
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Family Involvement; *Parent Participation; Parent School Relationship; School Districts
IDENTIFIERS- *Austin Independent School District TX

Parent involvement is a key element of efforts of the Austin Independent School District (AISD) to enhance students' academic and social success. Every AISD campus has a Campus Advisory Council or some other group with parent representation, and schools receiving funds under federal "titles" are required to include parent representation on advisory councils. In the 2000-2001 academic year, 55 AISD campuses used a combination of funds to employ a parent support specialist to provide workshops and other services to parents and community members. This report provides data on several components of AISD's parent involvement program. As part of the evaluation, surveys were completed by 371 administrators, teachers, parent support specialists, other professionals, and classified staff. A survey in English and Spanish was also completed by 4,496 parents. Additional information came from a detailed survey completed by 31 parent support specialists. Data from other evaluation studies added to the picture of parental involvement in the AISD. A review of the data indicates that the AISD is in compliance with Texas Education Agency Standards for parent involvement. Some areas of weakness were identified, including a lack of awareness on the part of teachers of the district's parent involvement policies, operations, and funding sources and a lack of awareness on the part of parent support specialists of certain school district policies. In addition, parents were often unaware of programs and opportunities for involvement. (SLD) also noticeable. The evidence for speediness is not glaring and does not violate normally acceptable standards. Nor is there evidence that any speediness affects any particular group differentially. (Contains 59 tables, 12 figures, and 2 references.) (SLD)

ED 462 425 TM 033 689

Hendrickson, Amy B.; Kolen, Michael J.
IRT Equating of the MCAT. MCAT Monograph.
SPONS. AGENCY- Association of American Medical Colleges, Washington, DC.
PUB DATE- 01
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equated Scores; Higher Education; *Item Response Theory; Models; Test Items; True Scores
IDENTIFIERS- Equipercentile Equating; *Medical College Admission Test

This study compared various equating models and procedures for a sample of data from the Medical College Admission Test(MCAT), considering how item response theory (IRT) equating results compare with classical equipercentile results and how the results based on use of various IRT models, observed score versus true score, direct versus linked equating, and various test forms compare. The practical issues and potential benefits of IRT equating are discussed. Data were from 2 forms of the test and 2 administrations, for sample sizes of 8,494, 3,638, 8,147, and 4,478. Choosing between equipercentile and IRT equating impacted MCAT scores. For the Biological Sciences, the effect of using any IRT model would appear to be minimal, but none of the IRT model equivalents for Physical Science and Verbal Reasoning exactly matched those of equipercentile equating. Each IRT model diverged from equipercentile equating in Physical Sciences, with the one-parameter model most discrepant and the three-parameter model least discrepant. IRT model equivalents for the Verbal Reasoning section also diverged from the equipercentile results. Currently, random groups and common-item equating are used for the MCAT, and both of these designs were also considered in this study so that moving to IRT equating need not create design complications, although some statistical assumptions associated with IRT models must be met. Some of the issues in using IRT equating, including choosing a calibration program and IRT model, are discussed. (Contains 12 figures, 37 tables, and 20 references.) (SLD)

ED 462 426 TM 033 690

Zenisky, April L.; Hambleton, Ronald K.; Sireci, Stephen G.
Effects of Local Item Dependence on the Validity of IRT Item, Test, and Ability Statistics. MCAT Monograph.
SPONS. AGENCY- Association of American Medical Colleges, Washington, DC.
PUB DATE- 01
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; College Applicants; College Entrance Examinations; Higher Education; Identification; *Item Response

Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Decision Making; Elementary Education; Elementary School Students; *Elementary School Teachers; Grades (Scholastic); *Grading; *Preservice Teachers; Student Evaluation; Student Journals; Teacher Attitudes; Teacher Education

This study focused on one task that is characteristic of teacher responsibilities and activities in the school: the evaluation of student achievement. It involved 127 preservice elementary school teachers who assessed the performance of 3 simulated students on 6 language arts tasks. Information collected included the marks assigned to students on various submitted assignments and tests and the journal entries of the student teachers. The study continues an investigation into the procedures and information bases preservice teachers use in making judgments about student achievement. The marks and grades that each student teacher generated were summarized and compared across the three simulated students to determine the extent to which the student teachers viewed their three students as distinct in their achievement in language arts. The interpretive analysis of the student teachers' journals suggests that the vast majority of these novice teachers made conservative decisions, staying close to the evidence they were given. When they had concerns, the concerns centered on their own competence or lack of background, on the appropriateness of an assignment for a particular child, and on checking to see if a student needed more help. Study findings support the view that evaluation of student achievement is not a simple process. The data show that final marks are not the same thing as final letter grades, although they are closely related. Educators have characteristic predilections to mark or grade high or low, and elements other than marks awarded to specific achievement products enter into the creation of final marks and letter grades. Results also demonstrate the potential of the portfolio approach to collecting information about the evaluation of student achievement by teachers. (Contains 11 tables and 22 references.) (SLD)

ED 462 446 TM 033 711

Ananda, Sri; Rabinowitz, Stanley
High-Stakes & Assessment Innovation: A Negative Correlation? Research Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Accountability; Career Education; Case Studies; Delivery Systems; Educational Assessment; Educational Innovation; Elementary Secondary Education; *High Stakes Tests; Political Influences; *Student Evaluation; Test Use
IDENTIFIERS- *Kentucky Instructional Results Information System

This paper makes the case that, as implemented so far, there has been an inverse correlation between innovation and accountability in statewide assessment systems. The higher the stakes attached to the assessment results, the more conservative the assessment methodology ultimately used. Case studies of two state assessment programs were carried out to show the increasing and often overwhelming demands for accountability and the inadequacy of existing assessment delivery infrastructure and methodology to accommodate

Volume 2, Number 1.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Community Involvement; *Educational Finance; *Educational Improvement; Elementary Secondary Education; *Financial Support; Fund Raising; Nonprofit Organizations; *Philanthropic Foundations; Private Financial Support; Public Education
IDENTIFIERS- Connecticut

Connecticut uses local education foundations to improve public education. These are not-for-profit organizations created and managed by local citizens, with the primary mission of improving public education at the local level. Connecticut foundations are as diverse as Connecticut communities. Most are totally volunteer managed. Currently, Connecticut has more than 40 education foundations designed to jump-start many worthy projects. Fundraising is a priority for all of the foundations, though not all foundations raise funds in the same manner. Many foundations view their mission as broader than simply developing revenue sources. They also support local schools with various in-kind or human resources. Leaders of education foundations must establish a rapport with school boards and school administrations as soon as possible, aggressively pursuing community involvement. Ten steps for creating an education foundation include: recruit a group of core leaders, clarify what is to be accomplished, schedule an informational community meeting, recruit a board of directors, define priorities, and create a fundraising plan. Five tips from experts include emphasizing public involvement, remaining independent, focusing on financial resources first, building credibility with committed professionals, and creating and keeping to a strategic plan. Contacts for getting started are listed. (SM)

ED 462 465 UD 034 738

Johnson, Nicholas
A Hand Up: How State Earned Income Tax Credits Help Working Families Escape Poverty in 2001.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Deer Creek Foundation, St. Louis, MO.; Ford Foundation, New York, NY.; George Gund Foundation, Cleveland, OH.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; Open Society Inst., New York, NY.; William Penn Foundation, Philadelphia, PA.; Public Welfare Foundation, Washington, DC.; Charles H. Revson Foundation, Inc., New York, NY.; Rockefeller Foundation, New York, NY.
PUB DATE- 01
NOTE- 48p.; For the 2000 edition, see ED 450 172. Also supported by Friedman Family Foundation and Moriah Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Children; Family Income; *Poverty; *Tax Credits; Welfare Reform; Working Poor
IDENTIFIERS- *Earned Income Tax Credit; State Taxes

The federal government administers an Earned Income Tax Credit (EITC), as do many states. States that enact EITCs can reduce child poverty, support welfare-to-work, and cut taxes for children in attendance. It is broken down into sections that provide a brief overview of the key rules and guidelines for school officials and teachers in each topic area. It focuses on school liability (civil liability, constitutional claims, workers' compensation, and defenses to claims against schools); search and seizure--threats of violence (search and seizure, student tips, risk factors, locker searches, metal detectors, strip searches, threats of violence, and cameras); zero tolerance--suspension and expulsion (zero tolerance, state interest in safe schools, suspension for off-campus activity, and due process in suspensions and expulsions); and use of student records (Family Educational Rights and Privacy Act, sharing disciplinary records, state law, and response to release of student records). Each section concludes with a checklist. Legal resources are appended. (Contains 102 endnotes and 12 resources.) (SM)

ED 462 484 UD 034 762

Ali, Russlynn; Jerald, Craig D.
Dispelling the Myth in California: Preliminary Findings from a State and Nationwide Analysis of "High-Flying" Schools.
SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.; Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 29p.; For a nationwide analysis, see UD 034 763.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Black Students; Elementary Secondary Education; Hispanic American Students; *Low Income Groups; *Minority Group Children; Poverty
IDENTIFIERS- African Americans; California; Latinos

This study investigated how many high-poverty and high-minority schools in California and nationwide had high student performance, identifying schools that had students with reading and/or math performance in the top third among all schools in the state, at least 50 percent low-income students, and at least 50 percent African American and Hispanic students. Data came from an American Institutes for Research database that combines school-level assessment scores with demographic and other information on nearly all of the nation's schools and from California standardized test scores. In California and nationwide, there were many high-poverty, high-minority schools that were also high performing. California had 355 high-performing, high-poverty schools; 300 high-performing, high minority schools; and 143 high-performing, high-poverty-and-minority schools. These schools educated 373,000 public school students, including 232,000 low-income students, 187,000 Hispanic students, and 40,500 African American students. Nationwide, 4,577 schools met the study criteria, including 3,592 high-performing, high-poverty schools; 2,305 high-performing, high-minority schools; and 1,320 high-performing, high-poverty-and-minority schools. These schools educated 2,070,000 million public school students, including 1,280,000 low-income students, 564,000 African American students, and 660,000 Hispanic students. (SM)

ED 462 485 UD 034 763

Jerald, Craig D.
Dispelling the Myth Revisited: Preliminary Findings from a Nationwide Analysis of "High-Flying" Schools.

Child Differs. Report to Congressional Addressees.
PUB DATE- 02
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Expenditure per Student; Grants; *Poverty; *Resource Allocation; School Districts; State Government
IDENTIFIERS- *Elementary Secondary Education Act Title I

This study examined Title I funding allocations for school years 1999-2002 and actual allocations received by school districts, interviewing state Title I directors, surveying school district administrators nationwide, and interviewing representatives from relevant federal and national organizations. Title I funds were generally targeted based on numbers and percentages of poor children, though the complex allocation process resulted in differences in actual funding per child among states, districts, and schools. When numbers of poor children shifted among states, Title I allocations adjusted, but not completely. This unresponsiveness was due to lack of current poverty data and various hold-harmless provisions. Allocation of Title I funds did not encourage states to target their own funds to poor children. Various policy choices could increase the extent to which Title I funds are allocated to states and districts with high percentages of poor children (changing the appropriations hold-harmless provisions, funding targeted grants, using an alternative cost factor, and raising the basic grant eligibility threshold). Six appendices provide research methodology; supporting data; provisions of the "No Child Left Behind Act" and related appropriations; comments from the Department of Education and the Department of Agriculture; and GAO contracts and staff acknowledgements. (Contains 7 figures and 21 tables.) (SM)

ED 462 504 UD 034 797

Kortenkamp, Katherine; Ehrle, Jennifer
The Well-Being of Children Involved with the Child Welfare System: A National Overview. New Federalism: National Survey of America's Families, Series B, No. B-43. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.; Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.
PUB DATE- 02
NOTE- 9p.; Also funded by the Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Behavior; *Child Health; *Child Welfare; Elementary Secondary Education; Foster Children; Mental Health; *Welfare Recipients; Welfare Services; *Well Being

This brief presents an overview of the well-being of children producers individually choose the amount of their resources to allocate to guarding, taking the ratio of predators to producers as given, then well-endowed people prefer an elitist educational policy that, if it has a redistributional component, decreases the number of poorly-endowed people, thereby decreasing the number of predators, without increasing the human capital of the remaining poorly-endowed people. (Author/SM)

ED 462 522 UD 034 831

Not Just Another Single Issue: Teen Pregnancy Prevention's Link to Other Critical Social Issues.

SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; David and Lucile Packard Foundation, Los Altos, CA.; Mott (C.S.) Foundation, Flint, MI.; William and Flora Hewlett Foundation, Palo Alto, CA.; Turner Foundation, Inc., Atlanta, GA.

PUB DATE- 02

NOTE- 16p.; Also supported by the Summit Foundation.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adolescents; Births to Single Women; Children; *Early Parenthood; Educational Attainment; Fathers; Job Skills; Parent Responsibility; Poverty; *Pregnancy; *Social Problems; Welfare Recipients; Welfare Reform

IDENTIFIERS- Risk Reduction

This report discusses critical social issues linked to teen pregnancy, explaining that teen pregnancy prevention should be viewed as working to improve these social issues. After providing general background on teen pregnancy, the report offers five fact sheets: (1) "Teen Pregnancy, Welfare Dependency, and Poverty" (continuing to reduce teen pregnancy will sustain recent decreases in welfare dependency and poverty); (2) "Teen Pregnancy and Child Well-Being" (children of teen mothers are at significantly increased risk for many economic, social, and health problems); (3) "Teen Pregnancy, Out-of-Wedlock Births, and Marriage" (reducing teen pregnancy will increase the percentage of children born to married couples); (4) "Teen Pregnancy and Responsible Fatherhood" (children of teen parents are often denied a close connection with their fathers, and reducing teen pregnancy contributes significantly to the promotion of responsible fatherhood); and (5) "Teen Pregnancy and Workforce Development" (teen pregnancy and early parenthood often short-circuit the education process and prevent young people from preparing themselves for good jobs and becoming established in the labor market). (SM)

ED 462 523 UD 034 833

Reynolds, Arthur J.; Temple, Judy A.; Robertson, Dylan L.; Mann, Emily A.

Age 21 Cost-Benefit Analysis of the Title I Chicago Child-Parent Centers. Discussion Paper.

SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 02

NOTE- 54p.; Paper presented at the Annual Meeting of the Society for Prevention Research (9th, Washington, DC, May 31-June 2, 2001).

LANGUAGE- English

Improvement; Office of Indian Education; Bureau of Indian Affairs, Office of Indian Education Programs; Administration for Native Americans; National Indian Education Association; National Congress of American Indians; National Congress of American Indians; and Native American Rights Fund. Expert Committee composed of National Educational Research Policy and Priorities Board and National Advisory Council on Indian Education. Prepared with William Strang and Adrienne von Glatz (Westat).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Academic Standards; Alaska Natives; *American Indian Education; American Indians; *Culturally Relevant Education; Early Childhood Education; Educational Assessment; Educational Needs; *Educational Research; Elementary Secondary Education; Native Language Instruction; *Outcomes of Education; Participatory Research; *Research Needs; Special Education; Teaching Methods
IDENTIFIERS- *Research Priorities

Executive Order 13096 gave the U.S. Department of Education the responsibility for developing a research agenda for American Indian and Alaska Native education. The Department established a working group composed of various government agencies and American Indian groups, committees, and associations, that solicited ideas and comments from Native and non-Native educators and researchers. This report focuses on the educational research topics determined by the working group to have the highest priority over the next several years. Several basic premises and assumptions permeated both the research literature and the suggestions made to the working group: the need for research to focus on success, to respect tribal sovereignty, and to be sensitive to tribal differences; the need for detailed national data; and suggestions concerning methodology and researchers. The priority research topics are presented within six general categories: 1) educational outcomes of American Indian and Alaska Native students; 2) Native language and culture; 3) teachers, schools, and educational resources; 4) American Indian and Alaska Native students with special needs; 5) early childhood educational needs of Native children; and 6) educational standards and assessment. Each category includes general statements about the state of current knowledge, a presentation of the priority research topics along with examples of specific study questions, and suggestions for research activities and specific studies. An appendix includes Executive Order 13096 and lists of members of the interagency task force, research working group, and expert committee. (Contains 63 references.) (TD)

ED 462 217 RC 023 283

Jackson, Mike; Heroux, Janet
Program To Address Sociocultural Barriers to Health Care in Hispanic Communities. National Program Report.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Community Health Services; Community Organizations; *Cultural Awareness; Health Education; *Health Promotion; *Hispanic Americans; *Outreach Programs; Professional Training; Workshops

a balanced education unique to the community. (Contains a glossary of Maori terms and 11 references.) (SV)

ED 462 233 RC 023 387

Kirkness, Verna J.
The Preservation and Use of Our Languages: Respecting the Natural Order of the Creator.
PUB DATE- 02
NOTE- 8p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; *Community Action; *Educational Needs; Elementary Secondary Education; Higher Education; *Indigenous Populations; Informal Education; *Language Maintenance; Nonformal Education; Research Needs
IDENTIFIERS- *Endangered Languages

As a world community, Indigenous peoples are faced with many common challenges in their attempts to maintain the vitality of their respective languages and to honor the "natural order of the Creator." Ten strategies are discussed that are critical to the task of renewing and maintaining Indigenous languages. These strategies are: (1) banking Indigenous languages by immediately recording elders and other fluent speakers on audiotape, videotape, or CD-ROM; (2) raising the consciousness of Aboriginal peoples about the history of their oppression and the importance of language to culture, world view, identity, and spirituality; (3) mobilizing human resources and raising money; (4) developing a full spectrum of language training and certification for language teachers, linguists, and others; (5) developing a comprehensive and appropriate curriculum to recreate the intergenerational transmission process in school and community programs; (6) engaging in meaningful research about effective models of language renewal and the nature of language learning; (7) informing national public opinion to create empathy and support; (8) eliminating artificial geographic boundaries and focusing on language families; (9) advocating for Aboriginal language legislation; and (10) working together on family, community, and national levels. (Contains 12 references.) (SV)

ED 462 234 RC 023 388

Langworthy, Geneva
Language Planning in a Trans-National Speech Community.
PUB DATE- 02
NOTE- 9p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; Educational Strategies; Foreign Countries; Indigenous Populations; *Language Maintenance; *Language Planning; Latin Americans

Foreign Countries; *Inservice Teacher Education; *Knowledge Base for Teaching; *Preservice Teacher Education; Science Curriculum; Science Instruction; *Science Teachers; *Scientific Concepts; Technology
IDENTIFIERS- Scotland

The aims of this project were to explore the challenges faced by Scottish primary teachers in implementing the science and technology aspects of the Environmental Studies guidelines, to illuminate the extent to which any problems might be related to their own understanding of those ideas they were expected to teach, and to assess the extent to which initial and inservice training were adequately providing for the development of primary techers' understanding of science and technology. The study included a questionnaire survey of 514 primary teachers, interviews with a sub-sample of these teachers, discussion of records kept by teachers, and interviews with teacher educators. Important findings include: many teachers found that discussing the science in everyday events helped their own understanding, many teachers feel that they have not been adequately trained to teach science, confidence was higher in relation to teaching processes than concepts, practical examples of technology were more easily recognized than the technological concepts involved, teachers asked for a range of different forms of help, and initial education courses do not cover much of the science content teachers need to teach. Implications for management, teachers, policymakers and teacher educators are also discussed. (JRH)

ED 462 252 SE 058 801

Improving Science and Mathematics Education: A Database and Catalog of Alternative Assessments. Third Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 205p.; Prepared by the Regional Educational Laboratory Network Program on Science and Mathematics Alternative Assessment. For second edition, see ED 379 151.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Achievement; *Alternative Assessment; Computer Software; Constructed Response; Data Analysis; *Educational Assessment; Educational Change; Evaluation Methods; *Mathematics Education; *Performance Based Assessment; *Science Education; Student Evaluation; *Test Use; Testing Problems

This manual contains information about the contents of a database that provides information about efforts to match changing goals for student achievement to ideas about instruction. The database, available on disk, contains descriptive information on alternative assessments in science and mathematics. The database uses a broad definition of alternative assessment so that it can include any type of assessment in which students create a response to a question rather than choosing a response from a given list. The manual also contains information on how to use the database, including hardware and software requirements, and how to extract information. Appendix A contains the form used to collect information about the assessments. Appendix B is a sample assessment evaluation form. Appendix C provides summary descriptive information about the

PUB DATE- 00
NOTE- 37p.; This report is Volume 1, Number 1. Additional financial support provided by the Brown Foundation, Inc., Houston.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Calculators; Elementary Secondary Education; *Mathematics Achievement; *Mathematics Instruction; Public Policy
IDENTIFIERS- Brookings Institution DC; National Assessment of Educational Progress

This report discusses the direction of achievement in American schools and uncovers the policies and practices influencing the direction of student achievement to find out if the American public is getting the full story on student learning. The report consists of three parts, the first of which reports on the United States's educational achievement in general. The second section focuses on mathematics achievement while the third addresses policies and practices affecting achievement, particularly calculator use. (MM)

ED 462 280 SE 065 436

Lindner, James R.
Competency Assessment and Human Resource Management of County Extension Chairs.
PUB DATE- 01
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; *Administrator Effectiveness; Counties; *Extension Agents; Higher Education; *Human Resources
IDENTIFIERS- Ohio

The purpose of this descriptive and correlational study was to examine perceptions of Ohio State University Extension county chairs regarding their human resource management competencies and performance of human resource management activities. The study also sought to describe the relationship between human resource management competencies and performance of human resource management activities of county chairs. County chairs were selected for study because they represent the first line of management most clientele and employees face. They also represent a group of Extension managers least likely to have formal education or specialized training in human resource management. The highest human resource management competencies perceived by county chairs were written comprehension, oral comprehension, written expression, information gathering, inductive reasoning, and problem sensitivity. The human resource management activities for which county chairs indicated the highest means were developing and maintaining positive work environment, administering wages and benefits, ensuring safety and health at worksites, and selecting and hiring employees. The correlation between the summated competency and activity score was significant with a very strong relationship between the variables, $r(86)=.71$, p .05. (Contains 26 references.) (Author/MM)

ED 462 281 SE 065 446

Graham, Donna L.
Employer Perception of the Preparation of Agricultural and

PUB DATE- 99
NOTE- 16p.; Developed by EETAP (Environmental Education and Training Partnership) Resource Library (The Ohio State University) and EE-Link.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; *Environmental Education; *Evaluation; Higher Education; *World Wide Web
IDENTIFIERS- Web Page Design

This document explains the key issues related to the evaluation of the structure of Web sites. Six themes include: (1) "Purpose of Focus of the Web Site"; (2) "Audience or Target for the Web Site"; (3) "Access to Information in the Site"; (4) "Logical Design or Construction of the Site"; (5) "Visual Design or Consideration"; and (6) "Site Information." (YDS)

ED 462 305 SE 065 698

Barringer-Smith, Liz
Thesaurus of Environmental Education Terms for Use in Electronic Database Searching. Revised Edition.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.
PUB DATE- 99
NOTE- 35p.; Developed by EETAP (Environmental Education and Training Partnership) Resource Library (The Ohio State University) with Joe E. Heimlich, Sabiha S. Daudi, and Hapi Cummons.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Glossaries; Higher Education; *Reference Materials; Scientific Literacy; *Thesauri

This document lists and explains commonly used environmental education terms used by the ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/CSMEE) and the Eisenhower National Clearinghouse (ENC) in their indexing practices. It can be used as a guideline for educators. (YDS)

ED 462 306 SE 065 699

Evaluating the Content of Web Sites: Guidelines for Educators.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC. Office of Environmental Education.
PUB DATE- 99
NOTE- 37p.; Developed by EETAP (Environmental Education and Training Partnership) Resource Library (The Ohio State University).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; *Environmental Education; *Evaluation; Higher Education; Internet; *World Wide Web
IDENTIFIERS- Web Page Design

This document provides a reference for the evaluation of information available on the World Wide Web. This document can

"Supplementary Resources." (BT)

ED 462 327 SO 032 715

Folker, Ann Marie
Fort Pickens and the Outbreak of the Civil War. Teaching with Historic Places.
PUB DATE- 01
NOTE- 30p.; Edited by Fay Metcalf.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); *Heritage Education; *Historic Sites; *History Instruction; Primary Sources; Secondary Education; Social Studies; Student Educational Objectives; Student Research
IDENTIFIERS- National Register of Historic Places

One of the largest brick forts built in the United States, Fort Pickens (along with nearby Fort McRee, Fort Barrancas, and Advanced Redoubt) provided the setting for a serious effort by a small group of men to avert or at least postpone the outbreak of the Civil War. Months before the firing on Fort Sumter, southern forces at nearby Pensacola (Florida) worked to find a way of seceding from the Union without initiating bloodshed. This lesson is based on the National Register of Historic Places registration files "Fort Pickens" and "Fort Barrancas Historic District" and on historic structure reports for both forts. The lesson can be used to teach units on the Civil War. It begins with an overview of the events and contains the following sections: "About This Lesson"; "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps (1861 Map of Harbor Defenses for Pensacola)"; "Determining the Facts: Readings (Civil War in the Pensacola Area; Major versus Lieutenant Slemmer; Key People and Critical Decisions)"; "Visual Evidence: Images (Aerial View of Fort Pickens; Diagram of Fort Pickens; Aerial View of Fort Barrancas; Diagram of Fort Barrancas)"; "Putting It All Together: Activities (Surrender or Not; Researching Pensacola in the Civil War; Isn't It Ironic?; Military Installations in the Local Community)"; and "Supplementary Resources." (BT)

ED 462 328 SO 032 746

Teacher's Guide to Independence National Historical Park.
PUB DATE- 00
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Heritage Education; *Historic Sites; Intermediate Grades; Middle Schools; *National Parks; Primary Sources; Revolutionary War (United States); Social Studies; Thematic Approach; *United States History
IDENTIFIERS- Independence National Historical Park PA; Site Visits

Independence National Historical Park, located in Philadelphia, Pennsylvania, is operated by the National Park Service. The park was authorized by an Act of Congress on June 28, 1948, and formally established on July 4, 1956. The mission of Independence National Historical Park is to preserve its stories, buildings, and artifacts as a source of inspiration for visitors to learn about the ideas and ideals that led to the American Revolution and the founding and growth of the

National Standards for Civics and Government. It uses 16 Mathew Brady photographs taken during the Civil War as the primary sources. The lesson provides historical background on the sociology of the Civil War, photography, and lists four resources. It offers instruction for implementing six diverse teaching activities, such as document analysis, a reading assignment and discussion, a writing assignment, research on other Civil War photographs, and an extension activity. (Contains a photograph analysis worksheet.) (BT)

ED 462 347 SO 033 588

Schur, Joan Brodsky
Alexander Graham Bell's Patent for the Telephone and Thomas Edison's Patent for the Electric Lamp. The Constitution Community: The Development of the Industrial United States (1870-1900).
PUB DATE- 01
NOTE- 12p.; For related lesson plans, see SO 033 572-575 and SO 033 581-587.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Government Role; *Industrialization; *Inventions; *Patents; Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *Bell (Alexander Graham); *Edison (Thomas); National Civics and Government Standards; National History Standards; United States Constitution

In 1876 Americans held a Centennial Exhibition in Philadelphia (Pennsylvania) to celebrate the nation's birth 100 years earlier. Machinery Hall drew the most admiration and wonder. Alexander Graham Bell exhibited the first telephone, and Thomas Alva Edison presented the automatic telegraph, one of more than 1,000 inventions he would patent in his lifetime. When the U.S. government granted Edison and Bell their patents, it put them at a distinct advantage over their competitors. They alone were given the right to profit from their inventions for a specified time period. This lesson discusses the power of Congress to pass laws related to the granting of patents (Article I, Section 8, Clause 8). The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It furnishes as primary source documents Alexander Graham Bell's telephone patent drawing and oath and Thomas Edison's electric lamp patent drawing and claim. The lesson gives the historical background of the beginnings of industrialization in the United States, as well as biographical sketches of Bell and Edison and lists five resources. It provides eight diverse teaching activities for implementation in the classroom, including document analysis, analyzing effects, a timeline of U.S. inventions, a simulation of creating a corporation, and research and compare exercises. (BT)

ED 462 348 SO 033 598

Clark, Linda Darus
FDR's Fireside Chat on the Purposes and Foundations of the Recovery Program. The Constitution Community: The Great Depression and World War II (1929-1945).
PUB DATE- 01
NOTE- 27p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

IDENTIFIERS- Artifacts

This guide is intended for all teachers who wish to enhance their curriculum by incorporating objects and photographs into their lesson plans. Kindergarten and elementary, middle, and high school classrooms can all benefit from expanded use of these materials. The guide can be used across a range of subject areas including history, community, culture, art, language, mathematics, and science and can include objects and photographs. The objects can be everyday or exotic, from this culture and time period or from others, large or small; and the photographs can be formal or informal, historic or modern, commercial or personal. The guide shows how teachers can incorporate objects and photographs into their teaching and how they can enhance the curriculum. The unit is divided into the following sections: (1) "Teaching with Objects: Introduction"; (2) "Teaching with Objects: Approaches"; (3) "Teaching with Objects: Steps To Take"; (4) "Teaching with Objects: Finding 'Stuff'"; (5) "Teaching with Photographs: Approaches"; (6) "Teaching with Photographs: Steps To Take"; (7) "Teaching with Photographs: Finding Photos"; (8) "Archaeological and Cultural Context"; (9) "Glossary"; (10) "Sources"; and (11) "Notes." A "Teacher Resources" section contains the following: "'Learning from Objects' Illustration"; Object Collection; Lesson Plans (n=8); Object Information Sheet; and Photograph Information Sheet. (BT)

ED 462 366 SO 033 660

Technical Workshop on Basic Education and Lifelong Learning for Gender Equality through CLCs (Jayagiri-Bandung, Indonesia, March 28-31, 2001). Final Report.

PUB DATE- 01

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Developing Nations; *Equal Education; *Females; Foreign Countries; *Gender Issues; *Lifelong Learning; Literacy

IDENTIFIERS- Asia; *Basic Education; *Community Learning Centers; Equal Rights; UNESCO

The Asia-Pacific Programme of Education for All (APPEAL), UNESCO, is a cooperative program designed to promote education for all in the region. Its principal aim is to promote primary education, literacy, and continuing education for all and particularly for disadvantaged groups. APPEAL/PROAP has instituted the project, Promotion of Basic Education and Lifelong Learning for Gender Equality through CLCs, to improve and strengthen basic education and lifelong learning for gender equality. The project will build upon the expertise and experience of community learning centers (CLCs), which have been providing non-formal education for over 3 years, with girls and women one of their target groups. CLCs provide a supportive atmosphere for learning and have helped improve the status of girls and women in their communities. Objectives of the technical workshop held in Indonesia in March 2001 were to: review the situation in the region regarding basic education and lifelong learning for gender equality; develop a framework for undertaking a pilot study on innovative strategies for basic education and lifelong learning for gender equality through CLCs in the region; and formulate an action plan for undertaking research. Attending the workshop were 23 participants from 13 countries implementing learning centers projects supported by UNESCO APPEAL and 11 observers from Indonesia. The 13 countries are Bangladesh, Cambodia, China, education of African American children, maintaining that the current focus of school reform movements (teacher training and testing, child testing, child retention, and one-size-fits-all models of parent involvement) are not very useful. It argues that the model for creating educational excellence for African American students is found in classroom activity between teachers and students. The key to effectively teaching students lies in instructional leadership provided by principals. Meeting diverse students' needs involves the school becoming the coordinator of support services such as tutoring and mentoring provided by concerned citizens, service clubs, churches, and fraternal organizations. The book urges educators to give up their belief that African American children's educational limitations are the reason for achievement gaps. Eight chapters highlight: (1) "Mastery and Excellence versus the Bell Curve"; (2) "Playing by the Rules"; (3) African American Goals and Closed Doors";(4) "Down the Up Escalator"; (5) "Twenty-First-Century Education Project: Report and Recommendations"; (6) "A Model for Culturally Appropriate Pedagogy"; (7) "The Role of the African American Church in Creating a Village"; and (8) "Where Do We Go from Here? A Call to Action." (Contains 127 references.) (SM)

ED 462 387　　　　TM 021 253

Cavrini, Andrea
The Context Oriented Training Method.
PUB DATE- 94
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994). Produced by Scienter, research center and service provider organization, Bologna, Italy.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Administration; Business; *Competence; Context Effect; *Education Work Relationship; Employment Qualifications; *Instructional Effectiveness; Labor Force Development; *Learning Processes; Skill Development; Supervisors; *Training

The Context Oriented Training (COT) method is introduced and explored in this paper. COT is a means of improving the training process, beginning with the observation and analysis of current corporate experiences in the field. The learning context lies between the development of professional competencies in training and the operational side in the workplace. Both formal and informal learning processes are involved. COT training mainly addresses formal learning processes but must also acknowledge the informal processes. In COT, the trainee's path is not linear, but is accomplished through constant shifts from training to working. Other polarities that must be acknowledged in COT include those of warmth and chill (interaction as opposed to isolation) and passiveness and activeness. To avoid learning gaps, the training path must balance these polarities. The example of the COT of a supervisor in a chemical industry illustrates the learning path in COT. Better learner involvement and better use of human resources are the main results of the context-oriented approach. Ten figures illustrate the approach. (SLD)

ED 462 388　　　　TM 023 887

ED 462 406 TM 033 668

Harmston, Matt T.; Pliska, Ann-Maureen
Trends in ACT Mathematics and Science Reasoning Achievement, Curricular Choice, and Intent for College Major: 1995-2000. ACT Research Report Series.
PUB DATE- 01
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Entrance Examinations; Curriculum; *Educational Trends; *High School Students; High Schools; Majors (Students); *Mathematics Achievement; *Science Achievement; *Thinking Skills; Trend Analysis
IDENTIFIERS- *ACT Assessment

This study examined trends in student achievement on the American College Testing Program (ACT) Mathematics and Science Reasoning tests, as well as trends in percentages of students taking a core curriculum and expressing an intent to major in a mathematics- or science-related field. The data on which analyses were conducted consisted of all valid records for U.S. public high school students who graduated in the years 1995 through 2000. Statistics used in the analyses of trends were descriptive in nature and included means, standard deviations, percentages, and effect sizes. Findings indicate little consistent change in student achievement on ACT Mathematics and Science Reasoning tests for U.S. students graduating from high school in years 1995 through 2000. However, there was a slight increase in the percentage of students taking a core curriculum, as well as in the percentage of students intending to major in a mathematics- or science-related field. Students taking a core curriculum outperformed non-core curriculum students on average, as did intended mathematics- or science-related majors relative to intended non-majors. (Contains 5 figures, 7 tables, and 17 references.) (Author/SLD)

ED 462 407 TM 033 669

Lei, Pui-Wa; Bassiri, Dina; Schultz, E. Matthew
Alternatives to the Grade Point Average as a Measure of Academic Achievement in College. ACT Research Report Series.
PUB DATE- 01
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Students; *Grade Point Average; Higher Education; Item Response Theory; Measurement Techniques; Rating Scales; *Student Evaluation
IDENTIFIERS- Graded Response Model

College grade point average (GPA), a linear combination of assigned grades from different courses, is widely known to be an imperfect measure of student achievement. This unreliable measure decreases the predictive validity of college admission tests. Research has shown that adjusting course grades for differential grading practices improves predictive validity. Relative rankings of students on adjusted college GPAs are also more consistent with their course grade standings. These findings were replicated with course grade data from consecutive cohorts of two universities using four polytomous item response theory (IRT) and three linear models. In study 1, data were available for 1,255 students in the 1995 cohort and

Theory; Test Items; *Validity
IDENTIFIERS- *Item Dependence; *Medical College Admission Test; Testlets

Measurement specialists routinely assume examinee responses to test items are independent of one another. However, previous research has shown that many contemporary tests contain item dependencies and not accounting for these dependencies leads to misleading estimates of item, test, and ability parameters. In this study, methods for detecting local item dependence (LID) are reviewed, and the use of testlets to account for LID in context-dependent item sets is discussed. LID detection methods and testlet-based item calibrations are applied to data from a large-scale, high stakes admissions test, and the results are evaluated with respect to test score reliability and examinee proficiency estimation. Data were from two forms of the Medical College Admission Test (MCAT) for 8,494 and 8,026 examinees. Results suggest the presence of LID impacts estimation of examinee proficiency. The practical effects of the presence of LID on passage-based tests are discussed, as are issues regarding the calibration of context-dependent item sets using item response theory. (Contains 3 figures, 11 tables, and 30 references.) (Author/SLD)

ED 462 427 TM 033 691

Strauss, J. P., Comp.; van der Linde, H. J., Comp.; Plekker, S. J., Comp.
Education and Manpower Development, 2000. No. 20.
PUB DATE- 01
NOTE- 56p.; Colored graphs and figures may not reproduce adequately. For the prior edition, see ED 455 283.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Black Students; *Educational Attainment; Educational Trends; Elementary Secondary Education; *Enrollment; Ethnic Groups; Foreign Countries; Higher Education; Minority Groups; Sex Differences; Trend Analysis; White Students
IDENTIFIERS- *South Africa; South Africans

This is the 20th publication in a series that provides an overview of various aspects of education in South Africa. As in the past, the purpose is to give a broad perspective on education in South Africa. Obtaining data remains a concern, as provinces still experience difficulties collecting and capturing data. Data show that the total number of learners in the system has decreased by 6%, a result of the entrance age policy of the government, fewer grade 12 failures returning to school, and possibly health-related reasons. The majority of learners in the educational system are still female. Of great concern is the number of under-qualified teachers, and addressing this need must be a priority with the national and provincial education departments. The matric (matriculation examination) results were better in 2000, and the national pass rate for the first time approached that of 1994 at 58%. The publication includes an overview of university and technikon (technical school) staff along with student enrollment data. Learner enrollment projections are made up to the year 2010. No official figure is available for HIV/AIDS cases, so this important variable is not included in projections. The final graph compares the results of grade 12 students at the end of 2000 with United Nations Monitoring of Learners' Achievement (MLA) and the Third International Mathematics and Science Study results. Data are supplied for nine provinces and, in some cases, additional divisions and the country as a whole. Data innovation easily. The first case study is an examination of the Kentucky Instructional Results Information System (KIRIS), a truly innovative multi-method assessment program that was designed to change classroom behavior. KIRIS featured open-response items, portfolios, performance events, integrated assessments, and non-cognitive indicators. After a decade, the KIRIS was transformed to the Commonwealth Accountability Testing System (CATS), a more conservative assessment system with more traditional components. The second case study was an exploration of the Assessments in Career Education (ACE) program in California. As happened in Kentucky, the existing ACE program has become narrower in scope and more traditional in its methodology than originally planned. Tracing the history of these programs leads to some lessons for other high-stakes programs. It may be that high-stakes assessment programs that are primarily performance-based are not yet viable at the state level. When there is widespread support for an innovative assessment, states will invest, but new content areas to be assessed need to fit into existing frameworks and delivery systems. More expertise at the local level is necessary to develop assessments to complement the statewide system, and innovations must be fully researched and developed before implementation. (SLD)

ED 462 447   TM 033 712

Rabinowitz, Stanley; Brandt, Tamara
Computer-Based Assessment: Can It Deliver on Its Promise? Knowledge Brief.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; Educational Technology; *Educational Testing; Elementary Secondary Education; *Testing Problems
IDENTIFIERS- Access to Computers

Computer-based assessment appears to offer the promise of radically improving both how assessments are implemented and the quality of the information they can deliver. However, as many states consider whether to embrace this new technology, serious concerns remain about the fairness of the new systems and the readiness of states (and districts and schools) to support them. This brief describes the potential advantages of a fully implemented computer-based assessment system and then lays out questions states must address as they consider the next generation of high-stakes assessments. Computer-based assessments promise to make obsolete many of the shortcomings of current high-stakes, statewide assessment systems and to expand the capacity of such systems to measure rigorous standards in truly innovative ways. They offer answers to the usual concerns about current assessments with regard to logistics, content/methodologies, and value. Standing in the way of computer-based assessments are other logistical problems, such as the need for back-up machines and materials, delivery of materials and training of test administrators, and scheduling. Security is a problem in computer-based testing as it is in conventional testing. Test equivalence and computer equivalence must be considered, and the largest hurdle to realizing the promise of computer-based assessment is access. Moving ahead without addressing the issues raised in this brief working poor families. The popularity of state EITCs results from continued child poverty, welfare reform, and tax changes. Research confirms the effectiveness of federal EITCs in supporting work and alleviating child poverty, lifting nearly five million people out of poverty each year, contributing to significant increases in labor force participation among single mothers, and allowing EITC recipients to make investments that enhance economic security and promote economic opportunity. Sixteen state EITCs piggyback on the federal EITC. Eleven states follow the federal practice of making the credit refundable, so the family receives the full amount of the credit. In the remaining five states, the credit is available only to the extent that it offsets a family's income tax, which provides no relief to working families with income too low to owe any taxes. The annual cost of refundable state EITCs ranges from $11 million to $361 million. Most state credits are financed from funds available in the state's general fund. Two appendices present federal EITC parameters and estimated cost of refundable state EITCs. (SM)

ED 462 466 UD 034 741

Plewis, Ian; Smith, George; Wright, Gemma; Cullis, Andrew
Linking Child Poverty and Child Outcomes: Exploring Data and Research Strategies. Research Working Paper.
PUB DATE- 01
NOTE- 92p.; Also funded by HM Treasury, Social Exclusion Unit, and Treasury's Evidence Base Policy Fund.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Children; Crime; *Data Collection; Educational Attainment; Employment; Family Income; Foreign Countries; Health; Homeless People; Neighborhoods; *Poverty; Psychological Patterns; *Research Methodology
IDENTIFIERS- United Kingdom

This paper reviews research on processes linking low incomes, deprived neighborhoods, and adverse outcomes for British children, identifying gaps and limitations in existing datasets and research strategies. Four domains are examined: education, health and psychological outcomes, crime and related behavior, and items linked to transitioning to adult life (e.g., unemployment, homelessness, and early family formation). The paper describes the basic model, which identifies household resources, particularly income, and distinguishes between transmissions and processes broadly within the family and individual sphere. It then examines possible data requirements and mechanisms in more detail, evaluating how far the available data sources include the appropriate data. After discussing neighborhood effects and data on service quality, the paper explores the technical questions of data linkage and ethical and legal constraints. It concludes that there is not one study that encompasses all that would be needed to chart and explain the relationship between poverty in childhood and the major outcomes in the short and medium term, though with the increasing sophistication of research measurement, studies demonstrate state-of-the-art data collection. Recommendations for future research are noted. Three appendices present information on modeling individual effects, the dataset, and modeling neighborhood effects. (Contains 67 references.) (SM)

ED 462 467 UD 034 742

Valencia, Richard R.; Suzuki, Lisa A.

SPONS. AGENCY- Carnegie Corp. of New York, NY.
PUB DATE- 01
NOTE- 27p.; For the report on California, see UD 034 762.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Black Students; Elementary Secondary Education; Hispanic American Students; *Low Income Groups; *Minority Group Children; Poverty; Rural Schools; Urban Schools
IDENTIFIERS- African Americans; Latinos

This study investigated how many high-poverty and high-minority schools nationwide had high student performance, identifying 4,577 schools nationwide that had students with reading and/or math performance in the top third among all schools in the state at the same grade level, at least 50 percent low-income students, and at least 50 percent African American and Hispanic students. Data came from an American Institutes for Research database that combines school-level assessment scores with demographic and other kinds of basic information on nearly all of the nation's schools. There were 3,592 high-performing, high-poverty schools; 2,305 high-performing, high-minority schools; and 1,320 high-performing, high-poverty-and-minority schools. These schools educated approximately 2,070,000 million public school students, including 1,280,000 low-income students, 564,000 African American students, and 660,000 Hispanic students. As a group, these high-achieving schools enroll much higher proportions of poor and minority children than the nation's public schools as a whole. Schools on the high-performing, high-poverty list educated twice the proportion of low-income students than all schools nationally and were more likely to be in cities or rural areas. (SM)

ED 462 486 UD 034 764

Smrekar, Claire; Goldring, Ellen
Social Class Isolation and Racial Diversity in Magnet Schools.
PUB DATE- 00
NOTE- 68p.; Paper presented at a Meeting of the National Center for the Study of Privatization in Education (New York, NY, May 22, 2000).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); Educational Research; Elementary Secondary Education; Low Income Groups; *Magnet Schools; Parents; School Choice; *School Desegregation; Socioeconomic Influences; Urban Schools
IDENTIFIERS- Cincinnati Public Schools OH; Saint Louis City School District MO

This paper explores issues related to magnet schools and racial diversity, reviewing research on magnet schools that underscores the importance of analyzing how effective magnets are in reducing racial isolation, how these data differ across districts, and what accounts for these differential effects. The paper also includes findings from a 3-year study of magnet schools in two major urban school districts (Saint Louis, Missouri, and Cincinnati, Ohio), examining the social context of school choice in order to highlight the interplay between choice policies and efforts aimed at school desegregation. It focuses specifically on issues of social class isolation in the within the child welfare system using data from the 1997 and 1999 National Survey of America's Families. Both surveys included economic, health, and social characteristics of more over 44,000 households. This analysis used information on children under 18 years of age. Researchers examined a cross-section of children placed by the child welfare system with nonrelative foster parents or in a relative's home. Overall, many of these children were not faring well emotionally, behaviorally, educationally, or physically. About 27 percent showed high levels of behavioral and emotional problems, 39 percent displayed low school engagement, and 28 percent had physical, learning, or mental health conditions that limited their activities. On each measure, children living with parents were doing significantly better. Children living in single-parent, low-income families had better well-being than children in child welfare. Nearly one-third of children with high levels of behavioral and emotional problems had not received mental health services, 16 percent were not covered by health insurance at some point in the past year, and 20-40 percent received no preventive health or dental care. (Contains 18 references.) (SM)

ED 462 505 UD 034 806

Chiu, Chi-yue, Ed.; Salili, Farideh, Ed.; Hong, Ying-yi, Ed.
Multiple Competencies and Self-Regulated Learning: Implications for Multicultural Education. Research in Multicultural Education and International Perspectives.
PUB DATE- 01
NOTE- 260p.; For Volume 1 of "Research in Multicultural Education and International Perspectives," see ED 454 337.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Academic Achievement; College Students; *Competence; Concept Mapping; Elementary Secondary Education; Foreign Countries; Higher Education; Intelligence Tests; Interpersonal Relationship; Learning Strategies; Mathematics Education; *Multicultural Education; Problem Solving; Student Evaluation; Student Motivation
IDENTIFIERS- Analogical Reasoning; Authority; Confucius; Hong Kong; *Self Regulated Learning; Zimbabwe

This book presents 13 papers from a 1998 conference in Hong Kong that examined how to apply psychology to enhance learning and teaching quality and focused on multicultural education: (1) "The Role of Multiple Competencies and Self-Regulated Learning in Multicultural Education" (Chi-yue Chiu, Farideh Salili, and Ying-yi Hong); (2) "Intelligence Tests as Measures of Developing Expertise" (Robert J. Sternberg); (3) "Authority and Learning in Confucian-Heritage Education: A Relational Methodological Analysis" (David Yau-fai Ho, Si-qing Peng, and Fiona Shui-fun Chan); (4) "Implicit Concept Mapping: Methodology and Applications in Knowledge Assessment" (Eugene V. Aidman); (5) "Analogical Problem Construction as an Indicator of Understanding in Mathematics Problem Solving" (Allan B.I. Bernardo); (6) "The Changing Model of Intellectual Abilities: Effects on Schooling in Hong Kong" (Jimmy Chan); (7) "From Motivation to Self-Regulation: Clustering Students' Motivational and Cognitive Characteristics and Exploring the Impact of Social Interaction on Learning" (Jennifer Archer); (8) "Motivation and Self-Regulation: A Cross-Cultural Comparison of the Effect of Culture and Context of Learning on Student Motivation and Self-Regulation" (Farideh Salili, Ho-ying Fu, Yuk-yue Tong, and Diana Tabatabai); (9) "Why Pursue a

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cost Effectiveness; Early Childhood Education; *Early Intervention; Elementary Secondary Education; *Family Programs; Low Income Groups; *Program Effectiveness; Public Schools; School Community Relationship
IDENTIFIERS- *Chicago Child Parent Centers IL; Elementary Secondary Education Act Title I; *Family Support; Risk Reduction

Researchers conducted the first cost-benefit analysis of a federally-financed, comprehensive early childhood program involving the Title I Chicago Child-Parent Centers, which are located in public schools and provide educational and family support services to low-income children ages 3-9 years. Data came from a cohort of children born in 1980 who participate in the Chicago Longitudinal Study. Findings indicated that the measured and projected economic benefits of preschool participation, school-age participation, and extended program participation exceeded costs. The preschool program provided a return to society of $7.14 per dollar invested by increasing economic well-being and tax revenues and reducing public expenditures for remedial education, criminal justice treatment, and crime victims. The extended intervention program (4 to 6 years of participation) provided a return to society of $6.11 per dollar invested, while the school-age program yielded a return of $1.66 per dollar invested. Economic benefits to the general public, exclusive of individual earnings, also exceeded costs for all levels of program participation. Findings demonstrate the cost-effectiveness of public early childhood programs. Breakdown of Benefits and Costs for Estimating Economic Returns of the Chicago Child-Parent Centers is appended. (Contains 51 references, 11 figures, and 7 tables.) (SM)

ED 462 524 UD 034 834

Wilde, Elizabeth Ty; Hollister, Robinson
How Close Is Close Enough? Testing Nonexperimental Estimates of Impact against Experimental Estimates of Impact with Education Test Scores as Outcomes. Discussion Paper.
PUB DATE- 02
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Research; Elementary Secondary Education; Research Methodology
IDENTIFIERS- Student Teacher Achievement Ratio Project TN

This study tested the performance of nonexperimental estimators of impacts applied to a class size reduction intervention with achievement test scores as the outcome. Nonexperimental estimates of impacts were compared to "true impact" estimates provided by a random-assignment design that assessed intervention effects. Data came from Project STAR, a study in which K-3 students were randomly assigned to small or regular-size classes in 79 Tennessee schools. Outcome variables were math and reading achievement scores. The propensity-score-matching estimating procedure separately for each of 11 schools' kindergartens was conducted, then nonexperimental estimates of the impact of smaller class size were derived. Proper standard errors for the propensity-score-matched estimators using bootstrapping procedures were then developed. In general, the propensity-score estimate of the impact

IDENTIFIERS- *Access to Health Care

Many members of the Hispanic community are separated from the larger community by language barriers and different cultures and belief systems. These factors can affect Hispanic Americans' ability to seek and gain access to the health care system. The Program To Address Sociocultural Barriers to Health Care in the Hispanic Community, known as "Proyecto HEAL," developed and implemented community-based interventions to address sociocultural barriers to health care access. The interventions aimed to (1) identify language and cultural barriers impeding Hispanics' access to health care and inform health care providers about Hispanic health care beliefs; (2) educate Hispanic families about the health care system, its providers, and how to access them; and (3) develop peer education programs for adolescents and pre-adolescents to enable them to promote the value of primary and preventive health care in their communities. All program planning and implementation was carried out by community-based agencies and organizations at seven sites in Denver, Miami, Los Angeles, Chicago, Brooklyn, Watsonville (California), and Albuquerque. As part of its technical assistance, the national program office developed a set of field-tested bilingual materials for Hispanic youth and families and cultural competency materials on preventive health care for health care professionals. Training was delivered to approximately 2,800 youth and family members and 1,000 professionals, and community outreach activities reached larger numbers of youth and families. In addition, Hispanic community-based organizations increased their own effectiveness through involvement with local youth and families and by developing partnerships with local health-related agencies. Detailed descriptions of activities at the seven project sites are included. (SV)

ED 462 218 RC 023 293

Cirillo, Marie
Stories from an Appalachian Community.
PUB DATE- 00
NOTE- 44p.; Presented as the Annual E. F. Schumacher Lecture (20th, Salisbury, CT, October 2000). Edited by Hildegarde Hannum.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Community Cooperation; Community Development; Conservation (Environment); *Futures (of Society); Holistic Approach; *Land Use; Migration Patterns; Personal Narratives; *Popular Education; *Rural Development; Rural to Urban Migration; Rural Women; School Community Relationship; Service Learning
IDENTIFIERS- *Appalachia; Place Based Education; Womens Organizations

Fifty-one years of working in Appalachia on land resettlement and preservation of local values have taught Marie Cirillo the importance of not thinking in terms of either/or. It is not science/technology versus indigenous knowledge; it is how one connects the two so there can be proper balance. It is not capital versus labor; it is not commercialism versus do-it-yourself production; it is not poverty or wealth; it is not rural life or urban life. It is both/and. A consistent ethic is needed to support a holistic vision for Earth that values the diversity of its parts. As the industrial society changes into

IDENTIFIERS- Afro Caribbeans; Garifuna; Garifuna People

Language revitalization efforts in Garifuna communities are complicated by their dispersion in Central America, St. Vincent, and the United States. Garifuna language and culture originated on the Caribbean island of St. Vincent, with the mixing of African and Arawakan languages. After the British conquered the island, they relocated thousands of Garifuna to islands off Honduras. From there, Garifuna people moved to the Honduran mainland, Belize, Guatemala, and Nicaragua. Since the 1950s, many Garifuna people have moved to the United States, establishing sizeable communities in Chicago, New York, and Los Angeles. Language revitalization efforts vary widely across Garifuna communities, depending on the extent of language shift. Exposure of Garifuna communities to various other languages--Spanish, English, Belize Creole, and American Indian languages--affects sensibilities towards orthography and complicates efforts to create a working standardized Garifuna orthography. Simply arranging a forum in which to have meaningful policy discussions can be a major political and logistic challenge. The potential to organize and plan language revitalization projects was greatly increased by the formation of a pan-Central American organization for Black and Black-Indigenous peoples and the creation of a Garifuna Web site and listserv. The development of a Garifuna language policy statement and plan is described, and strategies are suggested for their dissemination and implementation. (SV)

ED 462 235 RC 023 389

Antone, Grafton; Turchetti, Lois Provost
The Way of the Drum: When Earth Becomes Heart.
PUB DATE- 02
NOTE- 14p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indian Languages; Cultural Education; Cultural Maintenance; *Language Maintenance; Mythology; *Oral Tradition; Personal Narratives; Second Language Instruction; *Teaching Experience
IDENTIFIERS- *Healing; Oneida; *Petroglyphs

Two Native people describe their respective journeys to healing, journeys that involved the rediscovery of language and culture. In Part I, "Healing the Tears of Yesterday by the Drum Today: The Oneida Language Is a Healing Medicine" (Grafton Antone), the first narrator taught the Oneida language to adult students at a community center. Lacking materials, the class set about translating the Thanksgiving Address and the Iroquois creation story. These materials helped the students see how cultural and spiritual values were revealed within the language. Similarly, a healing program begun by the United Church of Canada uses traditional songs, drumming, and cultural practices to help survivors of the residential school experience regain their wholeness. In Part II, "When Earth Becomes Heart--'Oral Tradition' Is the Best Medicine" (Lois Provost Turchetti), the second narrator who is an indigenous woman of Jamaica describes the healing power of spoken language and her discovery of the relationship between oral tradition and mythic "glyphs." While recovering from a car accident, she began studying ancient rock assessments in the database. Appendix D contains samples of reports that can be printed from the database are in Appendix D, and Appendix E is an index and annotated bibliography that describes each of the database entries. (Appendix C contains five tables.) (SLD)

ED 462 253   SE 059 538

What Schools Can Do To Improve Math and Science Achievement by Minority and Female Students.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Educational Change; Educational Strategies; Elementary Secondary Education; *Equal Education; *Mathematics Education; Minority Groups; *Science Education; Student Attitudes
IDENTIFIERS- Reform Efforts

In 1991, the President announced America 2000, a complex and long-range plan designed to move every community toward the six national education goals. Consistent with this, the Office for Civil Rights instituted a National Enforcement Strategy designed to help protect equal educational opportunity for all students. This pamphlet has been prepared principally for elementary and secondary school teachers, counselors, and administrators who serve in school systems that have programs or activities that receive federal financial assistance. It reviews survey data concerning the representation of minority and female students in math and science courses at the elementary and secondary level and attainment of postsecondary degrees in these academic disciplines. Also, information is provided, based on research findings and experience gained to date, on ways for improving interest and achievement in math and science on the part of minority and female students. (JRH)

ED 462 254   SE 060 048

Webs Wires Waves: The Science & Technology of Communication. National Science and Technology Week, April 20-26, 1997.
SPONS. AGENCY- Bayer Corp., Pittsburgh, PA.; Walt Disney Publishing Group, Burbank, CA. Discover Magazine.; American Telephone and Telegraph Co., New York, NY.; Ford Motor Co., Dearborn, MI.; 3M, St. Paul, MN.
PUB DATE- 97
NOTE- 65p.; Also sponsored by Merck Institute for Science Education.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; Biology; Educational Strategies; Elementary Education; *Interdisciplinary Approach; Networks; Physical Sciences; *Science Activities; Student Evaluation; *Technology Education; *Units of Study
IDENTIFIERS- National Science Foundation

This collection of activities revolves around the theme of National Science and Technology Week (NSTW). The six 8-page booklets that make up this package present activities that follow a pathway from natural, simple forms of communication

Extension Education Graduates.
PUB DATE- 01
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Agriculture; Computer Uses in Education; Educational Strategies; Employer Attitudes; *Extension Education; Hands on Science; Higher Education; *Internet; Labor Force; *Partnerships in Education; Secondary Education; Teamwork; Vocational Education

Educational reform measures have forced schools to form partnerships with business and industry to achieve common goals of a prepared workforce. These partnerships have forced colleges of agriculture to examine its mission and update the curriculum. This study sought to provide benchmark data from employers on the skills and abilities deemed important and the level of preparation of recent agricultural and extension education graduates. Additional input was sought on the life experiences that were important for entry-level positions and the areas that would impact graduates in the future. Overall, graduates were prepared for entry-level position; however, several areas were identified where skills could be improved to match the expectations of the employers. The area of interpersonal skills was found to be the area where improvements were needed overall. The skills of teamwork, decision-making, leadership, and initiative were identified as needing the greatest improvement. The access and use of the Internet was the most important computer skills while presentations skills and verbalizing needed to improve in the communications skill area. Employers rated honesty, integrity, and dependability as very important abilities. (DDR)

ED 462 282 SE 065 452

Croom, Barry; Flowers, James L.
A Question of Relevance: FFA Programs and Services as Perceived by FFA Members and Non-Members.
PUB DATE- 01
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agricultural Education; Enrollment; Ethnicity; Secondary Education; Sex Differences; *Student Participation
IDENTIFIERS- *Future Farmers of America

The purpose of the study is to determine if there is a difference between FFA members and non-members as to their perception of FFA programs and services, and to determine if students' perceptions of FFA programs and services are influenced by gender and ethnicity, enrollment choice, prior enrollment in an agriculture class, block scheduling, grade level, and extracurricular activities. Data were collected using a questionnaire administered to 404 students enrolled in the Agriscience Applications course in 27 schools in North Carolina. It can be concluded that: A student's decision to join or not join the FFA is influenced by their perception of FFA programs and services. A student's gender, ethnicity, enrollment choice, prior enrollment in an agriculture class, block scheduling, grade level, and extracurricular activities do not influence their perceptions of the FFA programs and services. The implications are significant for the FFA and agricultural education in that students tend to join and participate in the FFA based upon the organization's ability to be used by educators to prepare students to critically think about using information available on the Internet. Criteria for evaluating the content of Web sites and criteria for the evaluation of the construction of Web sites are explained. Seven sample evaluation guides are presented. (Contains 19 references.) (YDS)

ED 462 307 SE 065 701

Brand, Judith, Ed.
Exploratorium: Robots.
SPONS. AGENCY- Bank of America Foundation.
PUB DATE- 02
NOTE- 33p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; *Robotics; *Science Activities; Science Instruction; *Science Interests; Science Projects; *Technology Education

This issue of Exploratorium Magazine focuses on the topic robotics. It explains how to make a vibrating robotic bug and features articles on robots. Contents include: (1) "Where Robot Mice and Robot Men Run Round in Robot Towns" (Ray Bradbury); (2) "Robots at Work" (Jake Widman); (3) "Make a Vibrating Robotic Bug" (Modesto Tamez); (4) "The Robot in the Mirror" (Hugh McDonald); (5) "Fragments" (Pearl Tesler); (6) "Bringing Up Baby" (Erica Klarreich); (7) "ARS Robotica" (Liisa Pine); and (8) "Race for the Robocup" (Beth Martin). (YDS)

ED 462 308 SE 065 702

Sharing a Small World: Environmental Activities for Young Learners.
PUB DATE- 01
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; Elementary Education; *Environmental Education; *Environmental Influences; Interdisciplinary Approach; *Learning Activities; *Science Instruction

This booklet contains a collection of activities developed for pre-K through second grade students. All of the activities in this teacher's guide use an interdisciplinary approach and explore the human connection with all living things and their environment. Contents include: (1) "Sharing Space and Working Together"; (2) "Sharing Resources and Feeling Connected"; (3) "Sharing Land, Water, and Energy"; and (4) "Sharing Responsibility." (YDS)

ED 462 309 SO 024 873

Archaeology: Smithsonian Institution Teacher's Resource Packet.
PUB DATE- 93
NOTE- 39p.; For related items on North American Indians and Anthropology, see ED 380 362-363.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)

United States. The Park's significance lies in the fact that it preserves and interprets many of the historic buildings and artifacts associated with the nation's founding including: Independence Hall, Congress Hall, Old City Hall, the Liberty Bell, the First and Second Banks of the United States, Franklin Court and others. The purpose of this teacher's guide is to provide teachers with the information needed to plan, conduct, and follow up their visits to the Park, and to ensure that the visits complement classroom instruction in curriculum areas related to the Park's themes. To accomplish this, the teacher's guide is divided into two parts. Part 1 contains general information on visiting the park. Part 2 summarizes the park's themes, offers suggested lessons and activities expanding upon these themes, and provides a bibliography of age-appropriate reading material. The lessons contained in the teacher guide are targeted specifically toward fourth through sixth grades. Many of the activities, however, can be adapted for other grades. (BT)

ED 462 329   SO 032 785

Behrmann, June
Discovering Our Roots: Making History Meaningful. A Guide for Educators.
PUB DATE- 01
NOTE- 7p.; Made possible by Odyssey Network. Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Culture; *Black History; Class Activities; *Critical Viewing; Heritage Education; High Schools; Learning Activities; Middle Schools; *Slavery; Social Studies; Student Educational Objectives; Student Research; Study Guides; *United States History; World History
IDENTIFIERS- Haley (Alex); National History Standards; Personal History; *Roots (Haley)

When "Roots" first aired as an Odyssey Network television miniseries in 1977, it made history. "Roots" prompted people of many backgrounds to take a closer look at their personal heritage, ancestry, and ethnic identity. Together, Alex Haley's novel and the television program made several distinct contributions. They raised consciousness about the habits, rituals, values, and myths of African culture and ways. They brought about a new understanding of slavery as an institution. The history about an African ancestor, Kunte Kinte, passed down from generation to generation in the Haley family, became the centerpiece of stories that were knitted together in an oral tradition for young Alex Haley. The "Roots" television series is based on some parts of the prize-winning book. An estimated 130 million viewers saw all or part of the 8 episode miniseries first broadcast on 8 consecutive nights in January 1977. This study guide is designed to complement the Odyssey Channel's repeat showing, 24 years later in February of 2001, of this remarkable miniseries. The study guide cites student educational objectives, discusses how it can be used to correlate with selected National History Standards, and lists social studies themes related to the guide. For each episode, the study guide provides a short overview of the story and previewing and post-viewing activities. It also provides activities to help students examine their own roots. Activities include compiling a family tree, collecting and retelling stories, creating memory postcards, and assembling photos and

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Persuasive Discourse; *Presidents of the United States; Primary Sources; Secondary Education; Social Studies; Teacher Developed Materials; *United States History; World War II
IDENTIFIERS- Congress; Depression (Economic 1929); National Civics and Government Standards; National History Standards; National Recovery Administration; Roosevelt (Franklin D); United States Constitution

When Franklin Delano Roosevelt was elected U.S. President in 1932, it was with the promise to restore U.S. confidence and to bring the country out of the Great Depression. After his election, Roosevelt formulated his New Deal policies to bring about relief from economic hardships. He created the National Recovery Administration (NRA) which had two purposes: (1) to stabilize business with codes of "fair" competitive practice, and (2) to generate more purchasing power by providing jobs, defining labor standards, and raising wages. The topic of this lesson's featured document, "Fireside Chat on the Purposes and Foundations of the Recovery Program," is the NRA. Although this radio message of July 1933 addressed some of the problems and issues of the Great Depression, it also focused on what industry, employers, and workers could do to bring about economic recovery. The lesson relates to the presidential powers in Article II, Section 3, to recommend to Congress, for their consideration, such measures as he shall judge necessary and expedient. It also relates to Article I, Section 8, which grants Congress the power to make all laws necessary and proper for executing all other powers vested by the Constitution. The lesson uses two other primary sources: (1) a poster supporting the NRA and (2) a photograph of a woman hanging an NRA poster. It correlates to the National History Standards and to the National Standards for Civics and Government. It offers the historical background about Roosevelt's administration (with three resources); and suggests diverse teaching activities for classroom implementation, including brainstorming, document analysis and discussion, photograph and poster analysis, and compare and contrast. Appended are the written document analysis worksheet, poster and photograph analysis worksheets, and the primary source documents. (BT)

ED 462 349 SO 033 600

Traill, David
Message Drafted by General Eisenhower in Case the D-Day Invasion Failed and Photographs Taken on D-Day. The Constitution Community: The Great Depression and World War II (1929-1945).
PUB DATE- 00
NOTE- 14p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; Primary Sources; Secondary Education; Social Studies; Teacher Developed Materials; *United States History; *World War II
IDENTIFIERS- Congress; D Day; *Eisenhower (Dwight D); France; National Civics and Government Standards; National History Standards; United States Constitution

Planning for "Operation Overlord" had been under way for about a year when General Dwight Eisenhower, commander of all the Allied forces in Europe, was ordered in February 1944 to invade the continent. Thousands of troops from the United States, India, Indonesia, Lao PDR, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Thailand, and Viet Nam. Work groups participated in: presentations on concepts and requirements related to basic education, lifelong learning, and gender equality, and guidelines for sharing; undertook a field visit; and discussed how to carry out their research and reach their objectives. Annexes to this final report contain a schedule of work, list of participants, opening remarks, sharing country experience works groups, and guidelines for group discussion. (BT)

ED 462 367 SO 033 661

King, Lincoln, Ed.; Downing, Cassie, Ed.; McGarity, Fiona, Ed.
Loblolly Salutes "Their Finest Hour": Combat Veterans of World War II.
PUB DATE- 00
NOTE- 186p.; Grant provided by the Summerlee Foundation.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Historical Materials (060)
DESCRIPTORS- Cultural Context; High Schools; Interviews; *Local History; *Oral History; *Personal Narratives; Scholastic Journalism; Social Studies; Student Publications; Student Research; *Veterans; *World War II
IDENTIFIERS- Combat; Personal Experiences; Texas (East)

Loblolly is a project of the students at Gary High School, Gary, Texas. This volume is a collection of personal narratives told by combat veterans of World War II who were originally from East Texas. The book's introduction (by J. W. Howland) tells the readers about the men. The veterans' oral histories are recorded and profiled separately in the rest of the book. The veterans who appear in the book are: Bill Applegate, Turner Britton, John Searcy, Bob Beaty, Jack Bowen, Clarence Otterman, Lovis Phillips, George Berry West, Travis Williamson, Everett Woodard, Farris Ivie, Jack Harris, C. E. Marshall, and John Howland. Throughout the book, photographs of the men and of the artifacts and events of World War II are interspersed with the text. (BT)

ED 462 368 SO 033 668

Lourie, Peter
On the Trail of Lewis and Clark: A Journey up the Missouri River.
PUB DATE- 02
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Geography; *Physical Environment; *Reading Materials; Recreational Reading; *Social Studies; United States History
IDENTIFIERS- Exploration; Lewis and Clark Expedition; *Missouri River; Trade Books; Westward Movement (United States)

In 1804, Lewis and Clark and a band of adventurers called the Corps of Discovery embarked on one of the great expeditions in history, the exploration of the newly purchased Louisiana Territory. Much of their time was spent on the Missouri River. Two hundred years later, four friends follow Lewis and Clark's path up the Missouri. Their journey takes them from Omaha, Nebraska, where they launch their boat during one of the worst floods in a century to Three Forks, Montana, where they meet the headwaters of the Missouri River. The river may have changed over the centuries, but much of Lewis and Clark's

Gearhart, Maryl; Novak, John R.; Herman, Joan L.
Issues in Portfolio Assessment: The Scorability of Narrative Collections. Project 3.1: Studies in Improving Classroom and Local Assessments.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Education; Elementary School Students; Essay Tests; *Evaluation Methods; *Interrater Reliability; Judges; *Portfolio Assessment; Portfolios (Background Materials); Scoring; State Programs; Test Reliability; Test Use; Test Validity; Testing Programs; Writing (Composition); *Writing Evaluation
IDENTIFIERS- Large Scale Programs; *Narrative Text; Writing What You Read

Technical questions regarding the reliability and validity of large-scale portfolio assessment were studied which focused on: (1) whether raters can score collections of writing reliably with rubrics designed for single samples; (2) whether ratings derived from different frameworks differ in their capacities to support technically sound assessments of narrative collections; and (3) whether ratings of distinctive narrative assessments characterize groups similarly. The study used 5 raters' judgments of 52 collections of elementary school student writing and was primarily designed to illustrate analytic techniques for addressing each of these questions. Another objective was to evaluate the "Writing What You Read" narrative rubric. The study produced preliminary evidence that the holistic scale of "Writing What You Read" can be used reliably and meaningfully in large-scale assessment of narrative collections. Results support the importance of rubrics designed to capture the qualities of distinctive writing genres. Seven figures and 29 tables present study findings, and 2 appendixes present writing prompts. (Contains 12 references.) (SLD)

ED 462 389 TM 024 403

New York: The State of Learning. Statistical Profiles of Public School Districts. A Report to the Governor and the Legislature on the Educational Status of the State's Schools. February 1994 Edition.
PUB DATE- 94
NOTE- 233p.; For previous year's study, see ED 356 279.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Tests; Attendance; Dropouts; Educational Attainment; Elementary Secondary Education; Enrollment; Ethnic Groups; Ethnicity; High School Graduates; *Institutional Characteristics; Profiles; *Public Schools; Racial Differences; School Districts; *School Statistics; *Student characteristics; Tables (Data); *Teacher Characteristics; Teacher Salaries; Teacher Student Ratio; Teacher Supply and Demand; Test Results; Urban Schools
IDENTIFIERS- *New York; New York State Regents Examinations

This report contains six tables of summary statistics for the public schools of New York State, including schools in New York City. The public schools of New York served 2,637,745 students as of February 1994. Information about these students, their

1,796 students in the 1996 cohort. In the second study, data were available for 1,823 students for 1995 and 1,879 students for 1996. As had been done in previous studies, course parameter estimates and regression weights were cross-validated. Both same-sample and cross-validated alternative measures showed improvement over simple GPA. The rating scale and partial credit IRT models excelled on multiple correlations with admission test scores. The graded response IRT model was the most unstable across cohorts. Implications of these findings and limitations of the studies are discussed. An appendix shows formulas and number of course parameters for the models selected. (Contains 4 figures, 6 tables, and 24 references.) (Author/SLD)

ED 462 408 TM 033 670

Bierschenk, Bernhard
The Information in the Folds of the Complex Adaptive Landscapes of a Verbal Expression.
PUB DATE- 02
NOTE- 31p.; Portions of the paper presented at the Herbstakademie on Self-Organization of Cognition and Applications to Psychology (9th, Ascona, Switzerland, October 25-28, 2000) and at the Meeting of the Swedish Group of Cognitive Psychology (Vaxjo, Sweden, May 7-8, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Influences; *Cognitive Processes; *Text Structure; *Translation; *Verbal Communication
IDENTIFIERS- *Natural Language

This paper advances the bio-kinetic hypothesis that the Agent-action-Objective (AaO) axiom constitutes the only valid foundation for a behavioral expression of the informational dimensions contained in natural language. Based on the bookkeeping capacity of the discovered AaO mechanism, it is shown that this mechanism can capture emergent (AaO) units and track their growth in complexity. Through individual variations in the growth of the components as well as the variations in nesting, it is demonstrated that structural stability and textual morphogenesis generates corresponding informational invariants. Furthermore, on the basis of the translation function, it is shown that a sequential translation of an original text to Swedish and from Swedish to Italian produces the condition for an effective control of interplay between textual agents (A) and textual objectives (O) within a system of language specific coordinates. Based on coordinated structural invariants, it is shown that convoluted structures are pointing toward the presence of a biologically determined interplay between a produced perspective and stated objectives. (Contains 10 figures and 13 references.) (Author/SLD)

ED 462 409 TM 033 671

Understanding Your School Report Card, 2001. Guide to Secondary School Assessments and Guide to Elementary and Middle School Assessments.
PUB DATE- 01
NOTE- 11p.; For the 2000 guides for secondary and elementary and middle schools, see ED 446 120 and 445 016 respectively.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

include the number of teachers and their qualifications, student enrollment for each province by grade and gender, matric test results by subject and province, and province, university, and technical school enrollment, and achievement data. (Contains 14 figures.) (SLD)

ED 462 428 TM 033 692

The 2000-2001 Report of Student Performance: North Carolina Open-Ended Assessment, Grades 4 and 8.
PUB DATE- 01
NOTE- 106p.; Cover page varies. For the 1999-2000 report, see ED 456 148.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Elementary School Students; Elementary Secondary Education; *Junior High School Students; *State Programs; *Test Results; *Testing Programs; Thinking Skills
IDENTIFIERS- *North Carolina; *Open Ended Questions

This document describes the North Carolina Open-Ended Assessment for grades 4 and 8 and presents results for the 2000-2001 administration. The assessment emphasizes higher level thinking skills and requires students to apply or demonstrate skills and knowledge beyond the recall level on challenging subject matter. The open-ended assessments were administered in 2000-2001 to all students in grades 4 and 8, including those in charter schools. Each form of the open-ended assessment is designed around a reading passage or passages with test items loosely linked to passage content. Each assessment consists of six reading and six mathematics items. The fourth grade test required narrative writing; the eighth grade test required expository writing. Results from the 2000-2001 grade four assessment indicate that students have difficulty analyzing text, making inferences, and drawing conclusions from what they have read. Students are usually able to read and comprehend at a concrete level, but have difficulty using the text as support for analysis and evaluation. The statewide total mean scale score for the 101,697 students tested in grade 4 was 51.4. The statewide total mean scale score for eighth graders were 53.4 for the 93,934 students taking the test. For both years, there were differences in the performance of racial and ethnic groups. Females generally scored slightly higher than males. Detailed results are provided in a series of tables and figures, and test form samples and sample test questions are included. (Contains 8 figures and 20 tables.) (SLD)

ED 462 429 TM 033 693

The North Carolina State Testing Results, 2000-01. Preliminary State-Level Data Only. Multiple-Choice Grade 3 Pretest, End-of-Grade, High School Comprehensive and End-of-Course Tests. Reporting on the State and 117 Public School Systems and 87 Charter Schools. "The Green Book."
PUB DATE- 01
NOTE- 60p.; For the 1999-2000 results, see ED 456 149.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Achievement Tests; Biology; Charter Schools; Elementary Secondary Education; Language Arts;

will almost certainly result in flawed assessments. (SLD)

ED 462 448 TM 033 716

Merkel-Keller, Claudia; Streeter-Scrupski, Sandra
Indicators of Program Quality, Measures of Performance & Standards. Adult Basic Education and ESL Programs in NJ. Summary Report.
PUB DATE- 97
NOTE- 55p.; Study undertaken through the Office of Specialized Populations in cooperation with the Adult Literacy Enhancement Center (ALEC) at the Academy for Professional Development-Centeral.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adults; Delivery Systems; English (Second Language); *Performance Based Assessment; Program Effectiveness; Program Evaluation; Standards
IDENTIFIERS- *Educational Indicators; *New Jersey

In 1992, adult education staff and adult literacy volunteer organizations developed 8 indicators of program quality to be used for evaluating adult basic education and English as a Second Language (ESL) programs in New Jersey. Performance standards were developed to match the standards. An evaluation was conducted to determine how the indicators and the developed measures and standards are used for program improvement, curriculum and instruction, staff development, enhancement of student performance, and workforce preparation. Staff from each of the state's 225 programs were invited to participate. A self-study guide was developed so that adult education directors could evaluate their programs in the context of the indicators and standards, and this guide became the basis of the interview protocol used in interviews at 87 program sites. Findings are grouped with each of the eight indicators. The field data strongly suggest that the eight indicators of program quality and the ancillary measures and performance standards form the framework of most, if not all, adult education programs in the state. Program directors have been striving to make their programs more responsive to student needs and to adhere to sound management practices. Findings also highlight the efficiency and effectiveness of programs that are part of a coordinated service delivery network and those that offer a continuum of comprehensive services. Appendixes list the program sites, provide interview results, and present a discussion of performance measurement, reporting, and improvement systems. (Contains 20 references.) (SLD)

ED 462 449 TM 033 718

Lemke, Mariann; Lippman, Laura; Bairu, Ghedam; Calsyn, Christopher; Kruger, Thea; Jocelyn, Leslie; Kastberg, David; Liu, Yan Yun; Roey, Stephen; Williams, Trevor
Outcomes of Learning: Results from the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy. Statistical Analysis Report.
PUB DATE- 01
NOTE- 186p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; Foreign Countries; *International Studies; Literacy; Mathematics;

Intelligence Testing and Minority Students: Foundations, Performance Factors, and Assessment Issues. Racial and Ethnic Minority Psychology Series.
PUB DATE- 01
NOTE- 388p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Cognitive Ability; Culture Fair Tests; Diversity (Student); Elementary Secondary Education; Family Environment; Hispanic Americans; *Intelligence Tests; Learning Disabilities; Mental Retardation; *Minority Group Children; Nature Nurture Controversy; *Racial Bias; *Racial Differences; Socioeconomic Status; Special Education; *Test Bias
IDENTIFIERS- African Americans; Latinos; Native Americans

This book examines intelligence assessment among ethnic minority children. Part 1, "Foundations," includes: (1) "Historical Issues" (e.g., emergence of intelligence testing in Europe and ideology of the intelligence testing movement); and (2) "Multicultural Perspective of Intelligence: Theory and Measurement Issues" (e.g., group differences in intelligence and cultural perspectives). Part 2, "Performance Factors," includes (3) "Socioeconomic Status" (e.g., the meaning and measurement of socioeconomic status and research findings); (4) "Home Environment" (e.g.; early research and origins and influence of the Chicago School of Family Environmental Research); (5) "Test Bias" (e.g.; cultural loading and cultural bias); and (6) "Heredity" (e.g.; issues in human behavioral genetics and going beyond the nature-nurture debate). Part 3, "Assessment Issues," includes: (7) "Race/Ethnicity, Intelligence, and Special Education" (e.g., the role of intelligence tests in defining handicapping conditions and defining mental retardation and learning disabilities); (8) "Gifted Minority Students" (e.g., gifted African American, Latino, Asian/Pacific Islander, and American Indian students); (9) "A Multicultural Review of Cognitive Ability Instruments" (e.g., areas assessed by current cognitive strategies and current test development strategies); and (10) "Future Directions and Best-Case Practices: Toward Nondiscriminatory Assessment." (Contains approximately 1,040 references.) (SM)

ED 462 468 UD 034 744

Goodman, John C.; Moore, Matt
School Choice vs. School Choice. Policy Backgrounder.
PUB DATE- 01
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Educational Finance; Educational Vouchers; Elementary Secondary Education; Private Schools; Public Schools; Racial Integration; *School Choice; Tax Credits; Teacher Salaries
IDENTIFIERS- Housing Market

This paper recommends replacing the existing U.S. school choice system, which relies on the housing market to ration educational opportunity, with one that creates a level playing field upon which schools compete for students, and students and their parents exercise choice. Section 1 describes the current school choice system, which works well for middle- and upper-income families but fails low-income families. Section 2 context of magnet school systems that are designed to address racial diversity, arguing that these persistent patterns of socioeconomic segregation can be arrested under certain conditions. The paper concludes by discussing indications that the post-busing era of desegregation and litigation signals a heavy reliance upon magnet schools and parental choice without the commitment to diversity goals that marked earlier decades of social and educational reform. (Contains approximately 41 references.) (SM)

ED 462 487 UD 034 765

Meyer, Gwen; Patton, James M.
On the Nexus of Race, Disability, and Overrepresentation: What Do We Know? Where Do We Go? On Point...Brief Discussions of Critical Issues in Urban Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 01
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; American Indians; Black Students; Cultural Differences; *Disabilities; Elementary Secondary Education; Hispanic American Students; Labeling (of Persons); *Minority Group Children; Racial Differences; *Racial Discrimination; *Special Education; Underachievement
IDENTIFIERS- African Americans; *Disproportionate Representation (Spec Educ); Latinos; Native Americans

The ethnic overrepresentation of students in special education programs has been recognized for decades. African Americans tend to be significantly over-represented in disability categories and underrepresented in gifted programs. While Hispanics and Native Americans are not over-represented in special education programs, they are in certain regions of the country and experience similar conditions and outcomes as African Americans. Latino students are more likely to be over-represented in special education when their proportion of a district's diverse student body increases. Poor children also are over-represented. This paper summarizes research on probable causes of disproportionate representation, including race, culture, class, gender, socioeconomic status, stereotypes, and definitions of disability. In some schools, systemic factors related to teacher effectiveness, biased perceptions, and student opportunities influence overrepresentation. Location, school size, services available, urbanicity, and specific disability also influence educational practices, as do inadequate and inappropriate referral, assessment, and evaluation procedures. Ineffective teaching can result in underachievement. Many minority students are labeled disabled because schools cannot support them in ways that help them succeed. Many people try to simplify the complex variables associated with culture by calling it cultural difference, which leads to perpetuation of myths and false assumptions. Six suggestions for improving this situation include engaging educators in cultural self-assessment and expanding the race, disability, and overrepresentation conversation to include families and communities. (Contains 53 references.) (SM)

ED 462 488 UD 034 766

Walker, Agnes; Johnson, Peter; Osei, Kwabena
AUSTUDY 1987 to 1997: The Effect of Commonwealth Income Support

College Education? The Influence of Early Reflection and Goal Orientation on Adjustment during the First Semester" (Regina Conti); (10) "Motivational Change and Transition in the Transition from Primary School to Secondary School" (Judith MacCallum); (11) "Implicit Theories and Responses to Achievement Setbacks" (Wai-man Ip and Chi-yue Chiu); (12) "Relationship between Academic Performance and Use of Self-Regulated Learning Strategies among Form IV Students in Zimbabwe" (Alex R. Matambo); and (13) "An Investigative Research in Teaching and Learning in Chinese Societies" (David Yau-fai Ho, Si-qing Peng, and Fiona Shui-fun Chan). (Individual papers contain references.) (SM)

ED 462 506 UD 034 807

Trueba, Enrique T., Ed.; Bartolome, Lilia I., Ed.
Immigrant Voices: In Search of Educational Equity. Critical Perspectives Series.
PUB DATE- 00
NOTE- 306p.; Foreword by Donaldo Macedo.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Access to Education; Asian American Students; Bilingual Education; Chinese; Cultural Differences; Democracy; Disabilities; Educational Research; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Ethnography; Foreign Countries; Higher Education; Hispanic American Students; Hungarian; Ideology; *Immigrants; Interdisciplinary Approach; Multicultural Education; *Personal Narratives; Publish or Perish Issue; Resilience (Personality); Self Concept; Sex Differences; Sociocultural Patterns; Teacher Attitudes; Urban Schools
IDENTIFIERS- Oppression; Proposition 227 (California 1998); Slovak; Slovakia; Spain; *Voice (Rhetoric)

This collection of papers by ethnic scholars highlights the complex struggle for equality and power. It begins with a series foreword, "Beyond Psychologizing Multiculturalism" (Donaldo Macedo), and an introduction, "Democracy Sabotaged by Democracy: Immigration under Neoliberalism" (Peter McLaren). The 14 papers are: (1) "Some Conceptual Considerations in the Interdisciplinary Study of Immigrant Children" (Marelo Suarez-Orozco and Carola Suarez-Orozco); (2) "Critical Ethnography for the Study of Immigrants" (Enrique Henry T. Trueba and Peter McLaren); (3) "Bilingual Education in an Immigrant Community: Proposition 227 in California" (Marjorie Faulstich Orellana, Lucila Ek, and Arcelia Hernandez); (4) "Ideological Baggage in the Classroom: Resistance and Resilience among Latino Bilingual Students and Teachers" (Elizabeth Sugar Martinez); (5) "Multicultural Education in Primary Schools in Almeria, Spain" (Encarnacion Soriano Ayala); (6) "Linking Sociocultural Contexts to Classroom Practices: Language Identity in a Bilingual Hungarian-Slovak School in Slovakia" (Bridget Fitzgerald Gersten and Christian Faltis); (7) "Wanting to Go On: Healing and Transformation at an Urban Public University" (Peter Nien-chu Kiang); (8) "Disabling Institutions, Irreconcilable Laws" (Concha Delgado-Gaitan); (9) "The Voice of a Chinese Immigrant in America: Reflections on Research and Self-Identity" (Yali Zou); (10) "Intra Ethnic Mexican and Mexican American Conflicts: Narratives of Oppression and Struggle for Daily Subsistence" (Angelica Bautista); (11) "The Use of Cultural Resilience in Overcoming Contradictory Encounters in Academia: A Personal Narrative" (Martha Montero-Sieburth); (12) "Confronting the Walls: Border Crossing, Gender differed substantially from the "true impact" initially estimated. How close nonexperimental estimates were to experimental estimates was assessed, suggesting several different ways of assessing "closeness." Most ways led to the conclusion that the nonexperimental estimates were not very "close" and therefore were not reliable guides to the "true impact." In 30-45 percent of the 11 cases, the propensity-score-matching nonexperimental estimators would have led to the "wrong" decision. (Contains 10 references and 5 tables.) (SM)

ED 462 525 UD 034 835

Public Views on Welfare Reform and Children in the Current Economy.
SPONS. AGENCY- David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 02
NOTE- 9p.; Prepared for the David and Lucile Packard Foundation's biannual publication, "The Future of Children."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Welfare; *Children; *Low Income Groups; Public Opinion; Public Policy; *Welfare Reform; Welfare Services; Working Poor
IDENTIFIERS- Welfare to Work Programs

A recent national survey of U.S. adults examined public opinion about welfare reform and measured support for specific policy recommendations. Respondents report ambivalence about the success of welfare reform, though they agree on what the goals of welfare should be and what shape future reforms should take. They favor welfare policies that help improve the lives of low-income children, funding for quality after-school programs in low-income neighborhoods, and helping low-income working parents find and finance quality childcare. They are concerned about welfare reform's possible effects on children. Respondents recognize the importance of families, enthusiastically supporting efforts to encourage non-custodial fathers to support their children. While respondents consider it vital to move beneficiaries from welfare to work, they want help for those on welfare to obtain the education and skills they need to get better paying jobs with opportunities for growth. Respondents are increasingly supportive of efforts to help low-income families through difficult economic times. They report being willing to make sacrifices in order to help those in need and favor providing additional assistance to working poor families with children, even if it means providing less tax relief to people like themselves. (SM)

ED 462 526 UD 034 836

Brown, Kia
Read and Rise: Preparing Our Children for a Lifetime of Success.
PUB DATE- 01
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Reading; Early Childhood Education; *Emergent Literacy; *Parents as Teachers; Prereading Experience; *Reading Skills

This guide presents information and ideas to help parents support that which comes next, we need to keep connected as we try to find our new interactive relationship with Earth. Cirillo's tasks are to focus on population migrations and the impact they have on governance and land tenure; find allies; work for cooperative land reform and planning that serves urban, agricultural, and wilderness needs; and make Appalachia a place where both rural and urban people can learn. Community-based organizations cooperating with colleges can implement service learning and participatory research that breaks down barriers of class and place while developing a sense of interrelatedness. We must remember that rural resources are essential to building cities. It will take wise people to keep these resources healthy and productive. (TD)

ED 462 219 RC 023 303

Taylor, Donald M.; Wright, Stephen C.
Kativik School Board Initiated Research: The Basis for Informed Decision Making = Recherches a l'Initiative de la Commission Scolaire Kativik: Pour des Decisions Eclairees = Inuttitut Version .
PUB DATE- 98
NOTE- 69p.; Alternate title: "Kativik Initiated Research: The Basis for Informed Decision Making."
LANGUAGE- English; French; Inupiaq
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Canada Natives; Community Attitudes; English; *Eskimos; Foreign Countries; French; *Immersion Programs; *Intelligence; Inupiaq; Language Maintenance; *Language Proficiency; Language Usage; Multilingualism; Primary Education; *Self Esteem
IDENTIFIERS- Quebec (North)

Presented in Inuttitut, French, and English, this report summarizes research initiated by the Kativik School Board, which oversees education in Nunavik (northern Quebec). Four studies examined the current status of Inuttitut in Nunavik, the intellectual ability of Inuit students, and the effects of bilingual education on Inuit students' self-esteem and language proficiency. Community surveys showed that Inuttitut (also called Inuktitut or Inupiaq) was the strongest language for Inuit people. However, English was the dominant language, serving as a lingua franca for anglophones, francophones, and Inuit, and Inuttitut was showing signs of language shift with diminishing fluency in younger speakers. Inuit respondents strongly supported the school's role in protecting and propagating Inuttitut. In a second study, K-2 Inuit students had higher scores than U.S. and Canadian samples on the Raven Progressive Matrices, confirming the intellectual potential of Inuit students. Two other studies compared Inuit students enrolled in Inuttitut, English, or French immersion programs in grades K-2. The Inuttitut conversational skills of all children developed somewhat over the 3 years, but only the children in the Inuttitut immersion program showed strong gains in Inuttitut academic language proficiency. Self-esteem increased during the kindergarten year for children in the Inuttitut program, but not those in second-language programs. Also, children in the Inuttitut program had a more positive view of Inuit children as a group. (Contains 46 references.) (SV)

ED 462 220 RC 023 345

Moser, Colletta H.; Begashaw, Getachew W.

writing and realized the potential connections between the figures in the petroglyphs and the storyteller's art. Glyphs provide examples to illustrate a "mythographical" way of communicating that involves free play, spontaneity, and shifting perspectives. Despite its power, oral tradition and mythical thinking and speaking are endangered. (SV)

ED 462 236 RC 023 390

St. Clair, Robert N.; Busch, John A.
The Need for an Ecological Cultural Community.
PUB DATE- 02
NOTE- 15p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *American Indian Culture; Biculturalism; *Cultural Interrelationships; Cultural Maintenance; Ecology; Ethics; Futures (of Society); *Social Change; Social Values; *Systems Approach; World Views
IDENTIFIERS- *Cultural Change; *Deep Ecology; Eskimo Culture

This paper discusses social and cultural change, deep ecology, and systems thinking in relation to the maintenance of Indigenous cultures and languages. All cultures change, and the current crisis in language loss for Native communities is related to cultural change. From a systems perspective, culture is a way of thinking about one's social system. As the social structures and actions of the system change, culture lags behind, and the cultural values of the community begin to conflict with the social structure. The dramatic changes in Inuit lifestyle in the past century are offered as an example. However, today all societies are undergoing tremendous changes as the information age unfolds. When the conflict between social structures and cultural values becomes too great, a cultural revolution occurs and a new cultural model appears. "Saving" a culture forever is impossible, so Indigenous peoples must work at saving the good aspects of their culture and sharing them with others. At this moment, the world faces a variety of ecological crises. Deep ecology--a spiritual view of the world as an organic, integrated system--looks to the values of indigenous peoples. Native peoples must overcome mistrust, share their values with the larger ecological community, and thereby preserve those values in a new network of cooperation. (Contains 25 references.) (SV)

ED 462 237 RC 023 391

Jancewicz, Bill; MacKenzie, Marguerite; Guanish, George; Nabinicaboo, Silas
Building a Community Language Development Team with Quebec Naskapi.
PUB DATE- 02
NOTE- 9p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

toward increasingly complex and technological forms. They are designed to be undertaken in sequence, but can also stand alone as independent units. The activities are for a variety of ages and all have features of assessment, extension, and home/community connection. The package also contains a booklet that presents a wide range of resources that can be used to extend the activities and a poster depicting NSTW. The science content topics covered in the units include natural languages, using codes, the nature of sound, the electromagnetic spectrum, networks, and decoding space images. (DDR)

ED 462 255 SE 060 061

Ratcliffe, Mary
Discussing Socio-Scientific Issues in Science Lessons: Pupils' Actions and the Teacher's Role.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the National Science Teachers Association (New Orleans, LA, April 3-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *British National Curriculum; *Cultural Context; Cultural Influences; Foreign Countries; *Futures (of Society); *Hands on Science; Relevance (Education); Science Activities; Science Instruction; Secondary Education
IDENTIFIERS- Great Britain

This paper reports on a research study that describes the actions of students and teachers when addressing socio-scientific issues and provides some practical advice for handling learning activities. The study involved four classes of 14-year-old students who participated in small group discussions designed to elicit their opinions about the applications of science and the use of science in social contexts. The framework used for the student discussions consisted of six steps: (1) list options; (2) consider criteria; (3) collect information; (4) evaluate each option; (5) make a decision; and (6) review the process and the decision. Other data collected include all written work and teacher contributions in whole class and small group discussions. The data indicate that students are able to analyze the advantages and disadvantages of an issue but not in a systematic way against the criteria that they identified. The outcomes of this study suggest that a careful examination of the purposes of discussing socio-scientific issues is needed. Those purposes can include those related to relevance, motivation, communication, analysis, and understanding. (DDR)

ED 462 256 SE 060 448

Coates, Grace Davila; Stenmark, Jean Kerr
Family Math for Young Children: Comparing.
PUB DATE- 97
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Equal Education; Family

meet a student's need for a sense of belonging. The FFA should continue to seek ways to involve all members in positive personal growth activities that allow students to experience that sense of belonging. Based upon the responses of members, the social aspects of the organization were motivating factors in their desire to be members. (Contains 15 references.) (Author/DDR)

ED 462 283 SE 065 461

The NASA "Why?" Files: The Case of the "Wright" Invention. A Lesson Guide with Activities in Mathematics, Science, and Technology.
PUB DATE- 01
NOTE- 50p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; Aviation Mechanics; *Aviation Technology; Design; Elementary Education; *Integrated Activities; *Learning Activities; *Mathematics Instruction; *Science Education; Technology Education

This lesson guide for instruction of students in grades 3-5 contains activities in mathematics, science, and technology. The NASA "Why?" Files is a series of instructional programs consisting of broadcast, print, and online elements. Emphasizing standards-based instruction, Problem-Based Learning, and science as inquiry, the series seeks to motivate students to become critical thinkers and active problem solvers. Each program supports the national mathematics, science, and technology standards and includes a 60-minute video broadcast, a companion educator's guide, Web-based activities and materials, and information about NASA programs, projects, facilities, and researchers. The materials in this lesson guide relate to aviation design. Included are the relationship of the material to national geography, science, mathematics, and educational technology standards; activities and worksheets; vocabulary lists; and guides to further resources. (MM)

ED 462 284 SE 065 499

Limjap, Auxencia A.
Issues on Problem Solving: Drawing Implications for a Techno-Mathematics Curriculum at the Collegiate Level.
PUB DATE- 01
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Structures; Higher Education; Learning Processes; *Mathematics Curriculum; *Mathematics Education; *Problem Solving; *Technology; Thinking Skills

This paper presented various issues about pedagogical and cognitive aspects of problem solving and explored ways to lessen the heavy cognitive load of a problem solving task. It established a problem type schema for students at different levels. It recognizes the role of modern technology as a cognitive tool that promotes learning mathematics with understanding. It designed the framework of a techno-mathematics curriculum for algebra at the collegiate level. (Contains 34 references.) (Author/DDR)

DESCRIPTORS- Anthropology; *Archaeology; *Built Environment; Cultural Education; *Heritage Education; Instructional Materials; Library Materials; Local History; *Material Culture; *Museums; Secondary Education; Social History; Social Studies; Teaching Guides
IDENTIFIERS- *Smithsonian Institution

This archaeology resource packet provides information on frequently asked questions of the National Museum of Natural History (Smithsonian Institution), including the topics of: (1) career information; (2) excavation; (3) fieldwork opportunities; (4) artifact identification; and (5) preservation. The packet is divided into six sections. Section 1 is the general overview section. Section 2 provides two teaching activities for archaeology in the classroom (one for grades 4-12 and one for grades K-8) to demonstrate what can be learned from material remains at an archaeological site. Section 3 is a teaching activity for exploring historic cemeteries. Section 4 offers random strategies to present archaeology in the classroom. Section 5 allows students to reconstruct Babylonian society from Hammurabi's Code of Law through a code analysis exercise and comparisons with their own culture. Section 6 includes an annotated bibliography on "Civilizations of the Past: Archaeology and Ecology" for teachers and one for students. Also, a list of films with access information, other teaching materials, and additional student activities are provided. (Contains a list of other Teacher Resource Packets available from the Smithsonian Institution.) (EH)

ED 462 310 SO 025 243

Trend, David
The Crisis of Meaning in Culture and Education. Pedagogy and Cultural Practice.
PUB DATE- 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizenship; Community; Community Role; *Critical Theory; *Culture; Democracy; Ideology; Mass Media; Political Issues; Politics; *Politics of Education; Social Action; Social Change; Social Values

Investigating what is viewed as an inseparable link between culture and politics, this book analyzes how many notions of patriotism, citizenship, community, and family are communicated within specific public and private institutions. The volume extends the meaning and purpose of pedagogy as a cultural practice outside the classroom, focusing on political activism in education, the mass media, and the art world. The chapters in volume 3 are: (1) "The Crisis of Meaning in Culture and Education"; (2) "What's in a Name? National Identity and Media Literacy"; (3) "Ordinary People: Material Culture and the Everyday"; (4) "A Change of Address: Homelessness and the Politics of Voice"; (5) "Look Who's Talking: Contested Narratives of Family Life";(6) "Read My Lips: Bureaucratic Rhetoric and Narrative Authority"; (7) "The Color of Money: Cultural Policy and the Public Interest"; (8) "Rethinking Media Activism: Why the Left Is Losing the Culture War"; and (9) "Pedagogy and Ethics: Notes for a Radical Democracy." (RJC)

ED 462 311 SO 025 329

Palmer, Tom G.

memorabilia. (BT)

ED 462 330   SO 032 885

Montgomery, Don; Baker, Lea Flowers
The Battle of Prairie Grove: Civilian Recollections of the Civil War. Teaching with Historic Places.
PUB DATE- 01
NOTE- 24p.; Edited by Kathleen Hunter.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil War (United States); *Historic Sites; *History Instruction; Primary Sources; *Reminiscence; Secondary Education; Social Studies; Student Educational Objectives; Student Research
IDENTIFIERS- National Register of Historic Places; *Witnesses

Julia West was 14 years old when she viewed the carnage and destruction of the battle field at Prairie Grove, Arkansas. She was not the only young spectator at the battle, but she had one of the best views of the conflict. From her home on West Hill (AK), Julia beheld the horror and splendor of battle when the men of the Union Army of the Frontier encountered the Confederate Army of the Trans-Mississippi. Today, only memories remain as testament to a battle that changed many families' lives forever. This lesson is based on the National Register of Historic Places registration file for "Prairie Grove Battlefield" and other primary sources. The lesson can be used to teach units on the Civil War and southern history. It provides an overview with Julia West's recollections of the Battle of Prairie Grove and is divided into the following sections: "About This Lesson"; "Getting Started: Inquiry Question"; "Setting the Stage: Historical Context"; "Locating the Site: Maps (Prairie Grove Battlefield)"; "Determining the Facts: Readings (Recollections of Julia West Pyeatt; Recollections of Caldonia An Borden Brandenburg; Memoir of Nancy Morton Staples)"; "Visual Evidence: Images (Borden House; Nancy Morton Staples at the Morton House; Morton Cellar)"; "Putting It All Together: Activities (Reliability of Historic Sources; Modern Civil Wars; Civil War Year in Your Area; Monuments and Memorials)"; and "Supplementary Resources." (BT)

ED 462 331   SO 033 553

Renfrew, Melanie; Porter, Priscilla
Expanding Map Skills from the Neighborhood to the World. Grade 2 Model Lesson for Standard 2. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 25p.; For additional related lessons, see SO 033 549-565.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; *Geographic Concepts; *Geography Instruction; Grade 2; Literacy; Locational Skills (Social Studies); *Map Skills; *Maps; Multiple Intelligences; Primary Education; *Social Studies; Spatial Ability; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California

The concept of location is a first step in spatial thinking, one of the multiple intelligences and an historical and social

Great Britain, France, Canada, and other nations were assembled in southern England and trained for the complicated amphibious action against Normandy (France). In addition to the troops, supplies, ships, and planes also were gathered. The three primary source documents used in this lesson, two D-Day photographs and a message drafted by Eisenhower in case the invasion failed, deal with the Normandy invasion. The lesson relates to Article I, Section 8, Paragraphs 11 through 16, of the U.S. Constitution which grants Congress the power to declare war and provide for and regulate a military force. The unit also addresses the success of the military force on D-Day. The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It presents the historical background of the Normandy invasion (with six resources); and suggests diverse teaching activities for classroom implementation, including brainstorming/group discussion, document analysis, research projects, class discussion, creative writing, oral history, and a student research paper. Appended are a written document analysis worksheet and the primary source documents. (BT)

ED 462 350 SO 033 601

Perry, Douglas
Documents and Photographs Related to Japanese Relocation during World War II The Constitution Community: The Great Depression and World War II (1929-1945).
PUB DATE- 00
NOTE- 71p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Documentation; Government Role; *Japanese Americans; *Photographs; *Primary Sources; Secondary Education; Social Studies; Teacher Developed Materials; *United States History; *World War II
IDENTIFIERS- Fifth Amendment; First Amendment; Fourth Amendment; *Internment Camps; National Civics and Government Standards; National History Standards; *United States Constitution

In February 1942 (two months after the attack on Pearl Harbor, Hawaii) President Franklin Roosevelt, as commander-in-chief, issued Executive Order 9066 to relocate all persons of Japanese ancestry, both citizens and aliens, inland and away from the Pacific military zone. The Order was to prevent espionage and to protect persons of Japanese descent from harm from individuals with strong anti-Japanese attitudes. Roosevelt's Order affected 117,000 people of Japanese descent, two-thirds of them native-born U.S. citizens. Between 1943 and 1944, the government assembled a combat unit of Japanese Americans for the European theater. The unit gained fame as the most highly decorated of the War. As World War II drew to a close, the relocation camps were slowly evacuated. The internment of persons of Japanese ancestry during this period sparked constitutional and political debates. This lesson features primary source documents focusing on Japanese relocation during World War II. The lesson relates to the First (right to petition the government for a redress of grievances), Fourth (right to be secure against unreasonable search and seizure), and Fifth (Americans will not be deprived of life, liberty, or property without due process of law) Amendments to the Constitution. The lesson correlates to the National History Standards and the National Standards for Civics and Government. The 20 primary source documents in the lesson consist of 17

Missouri River is still there, massive and beautiful. One of the four friends, the author of this book for children, invites readers/students to travel up the Missouri River and imagine what Lewis and Clark may have seen as they ventured into this new world. Beginning with a map of Lewis and Clark's journey, the book is colorfully illustrated with informative drawings and photographs. Suggested for ages seven and up. (BT)

ED 462 369 SO 033 669

Peterson, Cris
Amazing Grazing.
PUB DATE- 02
NOTE- 34p.; Photographs by Alvis Upitis.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; *Conservation (Environment); Early Childhood Education; *Habitats; *Reading Materials; Recreational Reading; *Social Studies
IDENTIFIERS- *Cattle Ranchers; Grasslands; Montana; Ranching; Trade Books; United States (West)

Countless acres of grasslands stretch across the American West. Centuries ago, bison roamed the range freely and lived off the grass. By the 19th century, herds of cattle grazed the same land. Over time, much of the original grassland was either plowed and planted or trampled to dust, causing the topsoil to dry up and blow away. Today many ranchers have learned to manage their herds of beef cattle so that the damaged range has been transformed into productive grasslands with clear streams running through them. Montana ranchers Bob Lee, Ray Marxer, and Tom Milesnick have won awards for their innovative approaches to raising beef cattle and managing the western range. While creating a healthy environment and abundant grasslands for their cattle, they and other ranchers and farmers across the United States have provided quality habitat for wildlife. The author of this book for children has visited each ranch to learn firsthand about the philosophy of the owners as well as how the ranches are run. The book is filled with photographs illustrating every aspect of the ranch environment and the daily activities of people who live on a ranch. Suggested for ages four through eight. (BT)

ED 462 370 SO 033 670

Harrison, David L.
Rivers: Nature's Wondrous Waterways.
PUB DATE- 02
NOTE- 36p.; Illustrated by Cheryl Nathan.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Childrens Literature; *Physical Geography; Primary Education; *Reading Materials; Recreational Reading; *Rivers; *Social Studies
IDENTIFIERS- Trade Books

Rivers play a vital role in the life of the planet. They provide water for wildlife, plant life, and people, and they help to fertilize fields where corn and other crops grow. But how were these rivers made? This children's book takes readers/students on a journey down a river from its source at the top of a mountain to its mouth where it meets the sea. The book shows teachers, and the schools they attended, is presented in the following tables: (1) District type; Racial/Ethnic Distribution of Enrollment; Attendance Rate; Dropouts and Youth at Risk; High School Graduates; and Pupil-Teacher Ratio; (2) Classroom Teachers: Percent Minority, Annual Turnover Rate, Median Salary, Certification Status, Median Years' Experience, and Educational Attainment; Total Expenditures per Pupil, New York State Revenue Share, and Combined Wealth Ratio; and Percent of Expenditures per Pupil for Major Functions; (3) Results of Pupil Evaluation Program, Program Evaluation Tests, and Preliminary Competency Tests; (4) Results of Regents Examinations in Comprehensive English, Global Studies, U.S. History and Government, and Comprehensive French; (5) Results of Regents Examinations in Comprehensive Spanish and Sequential Mathematics I, II, and III; and (6) Results of Regents Examinations in Earth Science, Biology, Chemistry, and Physics. A glossary of terms used in the tables is included. (SLD)

ED 462 390 TM 024 642

Henry, Stephan A.
The Topeka Experience: Uses of the SDDB and Other Census and GIS Software in Distict Planning.
PUB DATE- 95
NOTE- 15p.; Paper presented as part of the interactive symposium "Research Applications of the National Center for Education Statistics School District Data Book: Lessons Learned from Three LEAs across the Nation" at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For other papers from the same symposium, see TM 024 643 and 644.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Census Figures; Children; Comparative Analysis; Data Collection; *Databases; *Educational Research; Elementary Secondary Education; Enrollment; Enrollment Trends; Inner City; Magnet Schools; Minority Groups; National Surveys; Public Schools; *Research Methodology; School Districts; School Statistics; State Surveys; Trend Analysis; *Urban Schools
IDENTIFIERS- *School District Data Book; *Topeka Public Schools KS

The School District Data Book (SDDB) of the National Center for Education Statistics contains data on over 15,000 local education agencies (LEAs) that make it possible to compare data aggregated at district, county, state, and national levels on hundreds of variables. The SDDB was used to examine differences between the Topeka (Kansas) public school district and surrounding districts to explore the hypothesis that new growth and investment in infrastructure were taking place in the city while the inner city core was in a slow decline. Comparisons with surrounding districts showed a lower child yield rate for the city schools and a substantially higher percentage of vacant housing. Topeka did not have an unusually high number of schools with high concentrations of minority students. Graphic Information System (GIS) software was also used to determine characteristics of the city schools through Census data. The MapInfo and P-Census programs were used to compile information (presented in three attached pages) on the area to be served by two projected Topeka magnet schools. The SDDB and Census-use tools give researchers new tools to analyze a host of student and household demographic variables and school district data. (Contains 4 tables.) (SLD)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary School Students; Elementary Secondary Education; Graduation Requirements; High School Students; Instructional Effectiveness; Program Evaluation; *Report Cards; School Districts; State Programs; State Standards; *Student Evaluation; *Test Use; Testing Programs
IDENTIFIERS- *New York

These guides describe the New York State testing program and other performance measures for elementary and secondary school students and provide answers to frequently asked questions about these assessments. The New York State School Report Card is composed of "An Overview of Academic Performance" and "A Comprehensive Information Report." The "Overview" includes information on the performance of 4th graders on the English language arts, mathematics, and science assessments; of 8th graders on the English language arts and mathematics assessments, and of students who entered 9th grade in the fall 1996 and 1997 on the Board of Regents English and Mathematics Examinations. It reports school performance on accountability measures, enrollments, and school demographic data. School and district statistics are provided in separate reports. The "Comprehensive Information Report" presents 3 years of results on all other state assessments, including Regents Examinations, Second Language Proficiency Examinations, Regents Competency Tests, and Occupational Education Proficiency Examinations. The questions and answers that accompany these descriptions of the testing program focus on the New York learning standards and how the school report cards help parents ensure that their schools meet or exceed the state standards. (SLD)

ED 462 410 TM 033 672

Koretz, Daniel M.; McCaffrey, Daniel F.; Hamilton, Laura S.
Toward a Framework for Validating Gains under High-Stakes Conditions. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Gains; Elementary Secondary Education; *High Stakes Tests; Models; *Scores; Validity

Although high-stakes testing is now widespread, methods for evaluating the validity of gains obtained under high-stakes conditions are poorly developed. This report presents an approach for evaluating the validity of inferences based on score gains on high-stakes tests. It describes the inadequacy of traditional validation approaches for validating gains under high-stakes conditions and outlines an alternative validation framework for conceptualizing meaningful and inflated score gains. The report draws on this framework to suggest a classification of forms of test preparation and their likely effects on the validity of gains. Finally, it suggests concrete directions for validation efforts that would be consistent with the framework. An appendix contains a mathematical model of the validity of gains. (Contains 3 figures and 23 references.) (Author/SLD)

Mathematics Achievement; Public Schools; Reading Achievement; *Standardized Tests; State Programs; *State Standards; Tables (Data); *Test Results; Testing Programs; United States History
IDENTIFIERS- *North Carolina; North Carolina Competency Tests; North Carolina End of Course Testing Program

This document contains preliminary state-level results for the 2000-2001 North Carolina state testing program. No conclusions about achievement are drawn in this report, although percentages achieving at given Achievement Levels are given for the end-of-grade tests. The Grade 3 Pretest is a multiple-choice reading and mathematics test administered to students in the first 3 weeks of grade 3. This pretest was given to more than 102,000 students in the 2000-2001 school year. The End-of-Grade tests were developed in alignment with the North Carolina Standard Course of Study. These state-normed tests were administered to students in grades 3 through 8 at the end of the school year. The smallest class participating, grade 8, contained approximately 97,000 students. The North Carolina High School Comprehensive Test in reading and mathematics, administered to students in grade 10, was given to more than 80,490 students. Percentages of students at different achievement levels are given. End-of-course tests have been developed for five high school core courses (Algebra; Biology; Economic, Legal, and Political Systems; English I; and U.S. History), and more than 280,000 students took these tests. Optional tests have been developed for other subjects, and tables present results for each of the tests. (Contains 23 tables and 6 figures.) (SLD)

ED 462 430 TM 033 694

A Report Card for the ABCs of Public Education: Growth and Performance of Public Schools in North Carolina, 2000-2001. Volume I.
PUB DATE- 01
NOTE- 194p.; Prepared by the Reporting section of the North Carolina State Department of Public Instruction's Division of Accountability Services. For volume I of the 1997-1998 report, see ED 428 111. Cover page title varies.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; Accountability; *Achievement Gains; Elementary Secondary Education; *Public Schools; Report Cards; School Districts; *State Programs; Tables (Data); *Test Results; Testing Programs
IDENTIFIERS- *North Carolina

The North Carolina State Board of Education developed the ABCs of Public Education in response to the School-Based Management and Accountability Program enacted in 1996. The ABCs focuses on accountability with an emphasis on high educational standards, teaching the basics, and maximum local control. This document reports the results of the 2000-2001 ABCs, which involved 2,157 schools assigned an ABCs status. The first section of the report, "Growth and Performance of Schools," presents the growth and performance of all nonalternative schools in North Carolina participating in the ABCs. Other sections, "Schools of Excellence," "Schools of Distinction," "25 Most Improved K-8 Schools," "10 Most Improved High Schools," "Schools Making Exemplary Growth," "Schools Making Expected Growth," and "Low-Performing Schools" follow. Charter schools with sufficient data to participate in the ABCs appear where appropriate in the previous sections and also in a separate section, "Charter

*Outcomes of Education; Reading; Sciences; Secondary Education; *Student Attitudes
IDENTIFIERS- *Organisation for Economic Cooperation Development; Program for International Student Assessment

This report presents results from the first cycle of the Program for International Student Assessment (PISA). PISA is a new international assessment of 15-year-olds in reading, mathematics, and science literacy. The United States has joined with 27 other member countries of the Organization for Economic Cooperation and Development (OECD) and 4 non-OECD countries to assess their students performance against international benchmarks through PISA. PISA content is not drawn strictly from school curricula, but rather from a framework agreed to nationally on what reading, mathematics, and science literacy mean. After the year 2000, PISA results are scheduled to be available every 3 years so that progress for each of the subjects can be tracked over time. As a first step toward measurement of cross-curricular competencies, in PISA 2000, student questionnaires sought information about student attitudes toward reading and learning strategies. This information, in conjunction with achievement data, provide baseline information for later PISA studies. Four appendixes contain technical notes, descriptions of the international studies in subject areas, supporting statistical data, and the released items from the PISA 2000 assessments. (Contains 38 tables, 26 figures, and 41 references.) (SLD)

ED 462 450 TM 033 719

Manise, Jennifer; Blank, Rolf K.; Dardine, Cynthia
State Education Indicators with a Focus on Title I, 2001.
PUB DATE- 01
NOTE- 255p.; For the 1999 report, see ED 442 868.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; *Compensatory Education; *Demography; Disadvantaged Youth; Educational Change; Elementary Secondary Education; Limited English Speaking; Low Income Groups; Migrant Youth; Poverty; *State Programs; *Student Characteristics; Test Results; Testing Programs
IDENTIFIERS- *Educational Indicators; *Elementary Secondary Education Act Title I

This report provides state-by-state information on the characteristics and performance of schools and students in each state, information useful for monitoring the progress and evaluating the success of education reforms. The report contains two-page profiles that report the same indicators for each state and the District of Columbia. The indicators in each state profile are organized in four categories: (1) school and teacher demographics; (2) student demographics; (3) statewide accountability information; and (4) student achievement. The report tracks the progress of Title I programs, especially the development and use of state standards and assessments in state accountability for the programs. Title I, the largest single grant program of the federal government, provides funds to states for additional educational support for the neediest children. A goal of the report is to chart the progress of the states in developing Title I accountability systems based on state content standards and aligned state assessment programs. The individual state profiles and trends in assessment results are useful for initial determinations of educational examines whether failing schools are to blame, discussing whether the fault lies with the students or the lack of resources at low-performing schools. Section 3 discusses choice outside the housing market, noting various models in use: public school choice, privately and publicly funded vouchers, and tax credits and deductions. Section 4 examines the effects on student performance of school choice, noting that nationwide evidence supports the contention that allowing parents to choose their school improves children's test scores, especially for African American students. Section 5 discusses the effects on public schools of school choice, examining whether choice programs cream the best students, what happens to the test scores of students who remain in public schools, and the effects of choice on public school finance. Section 6 discusses the effects of choice on racial integration. Section 7 examines the effects of choice on teacher pay. (Contains 69 endnotes.) (SM)

ED 462 469 UD 034 745

The Impact of Racial and Ethnic Diversity on Educational Outcomes: Cambridge, MA School District.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Access to Education; Citizenship; *Consciousness Raising; *Cultural Differences; Curriculum; Democracy; *Diversity (Student); Grade 12; High School Seniors; High Schools; Minority Group Children; *Multicultural Education; Public Schools; Racial Discrimination; Student Attitudes
IDENTIFIERS- *Cambridge Public Schools MA

This study examined the experiences of twelfth graders at a racially and ethnically diverse Massachusetts high school, surveying high school seniors regarding their experiences with and attitudes toward diversity. The surveys asked about how students experienced diversity in the curriculum, in classroom discussions, and in working with peers from different backgrounds. Students reported that racial issues were explored fairly frequently during classroom discussions in social studies and history classes. While most white students reported experiencing frequent discussions about race in class, only 70 percent of African American students reported similar levels of discussions about race. About 40 percent of students across all racial/ethnic groups reported that exposure in the curriculum to different cultures and experiences of different racial and ethnic groups helped them understand points of view different from their own. Most students were comfortable working with students from other groups. Students felt well-prepared for living and working in diverse communities as adults. They reported positive support and encouragement from teachers in general and regarding their higher education aspirations. However, racial equality had not been fully achieved, and certain kinds of unequal treatment were still evident within the school. (Contains 21 tables and figures.) (SM)

ED 462 470 UD 034 746

Meyers, Marcia K.; Teitler, Julien O.
New York City Social Indicators Survey, 1999: Pulling Ahead, Falling Behind.
SPONS. AGENCY- Ford Foundation, New York, NY.; Foundation for

on Educational Participation.
PUB DATE- 01
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; College Students; *Economically Disadvantaged; *Enrollment Trends; Financial Support; Foreign Countries; Higher Education; *Low Income Groups; Student Financial Aid
IDENTIFIERS- Australia

This study examined whether the provision of AUSTUDY improved educational participation in Australian higher education and improved access for certain disadvantaged groups. It also examined corporate knowledge about AUSTUDY, the impact of the initiative on educational participation across income groups and geographic regions, and lessons learned. AUSTUDY offered financial support to students who wished to participate in postsecondary education, provided that their parents (or themselves) met certain income and asset criteria. Researchers used 11 years of AUSTUDY data as well as ABS data from the 1986-97, 1991, and 1996 censuses. The data allowed detailed study of how take-up rates for AUSTUDY changed over time by age, gender, state, region, and relative income. Results indicated that AUSTUDY lowered barriers to higher education for low-income students. Most of the growth in AUSTUDY applicants from 1987 to 1997 came from the bottom half of the eligible income range for AUSTUDY, in students whose parents had little education and few skills. The proportion of Australians between 15 and 29 years of age living in rural and remote areas who applied for AUSTUDY was significantly lower than for those living in the cities, though the rate for those living in rural areas was increasing rapidly. (Contains 22 references.) (SM)

ED 462 489 UD 034 767

Blackwell, Dick; Melzak, Sheila
Far from the Battle but Still at War: Troubled Refugee Children in School.
PUB DATE- 00
NOTE- 24p.; Supported by the Allen Lane Foundation, John Lyon's Charity, Carlton Television Trust, Casey Trust, BBC Children in Need, Network for Social Change, News International, Alchemy Foundation, and ITT Charitable Trust.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavior Problems; Case Studies; Coping; Discipline; Elementary Secondary Education; Emotional Disturbances; Foreign Countries; Immigrants; Parent Teacher Cooperation; *Refugees; *Student Behavior; Teacher Responsibility; Violence
IDENTIFIERS- Traumas

This booklet describes issues that may occur in schools with refugee children, examining how to cope with refugee children who are unable to participate adequately in school. It describes how these children's problems show up (e.g., explosive anger, problems with authority, disruptiveness, inability to concentrate, rule testing, withdrawal, academic failure, or age inappropriate behavior). These children have fled from dangerous and extremely difficult and frightening circumstances. They may be traumatized and may be struggling with the concept of attending school, with literacy (in English

Differences, and Language-Learning in Academe" (Gisela Ernst-Slavit); (13) "Myth or Reality: Publish or Perish" (Li-Rong Lilly Cheng and Kathee M. Christensen); and (14) "Beyond the Politics of Schools and the Rhetoric of Fashionable Pedagogies: The Significance of Teacher Ideology" (Lilia I. Bartolome and Enrique Henry T. Trueba). (Individual papers contain references.) (SM)

ED 462 507 UD 034 809

Fusco, Dana
The Developmental Opportunities Provided by After School.
SPONS. AGENCY- Professional Staff Congress of the City Univ. of New York, NY.
PUB DATE- 01
NOTE- 16p.; Paper presented to the Robert Bowne Foundation Participatory Evaluation Group (New York, NY December 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; *After School Programs; *Child Development; Elementary Secondary Education; Inquiry; Urban Schools; Youth Programs

This paper discusses recent trends in the field of after-school education and addresses how today's climate of after-school education promotes a pro-learning/anti-development stance, albeit unintentionally. It uses research from one urban after-school program to illustrate this point, framing staff and children's understanding of the developmental opportunities provided by the program within the micro-context of the program structure and the macro-context of the field of after-school education. The data that emerged over the course of 1 year include the perspectives of the administrative staff, the program staff, and the children and incorporates both qualitative and quantitative indicators of developmental opportunities. The paper argues that an understanding of development is often more visceral than cognitive and that work that articulates the relationship between learning and development needs to occur if after-school education is to remain a developmental presence in urban communities. (Contains 19 references.) (Author/SM)

ED 462 508 UD 034 810

Education for Homeless Children and Youth Program: Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act. Report to Congress, Fiscal Year 2000.
PUB DATE- 00
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adolescents; Children; Elementary Secondary Education; *Enrollment Trends; *Homeless People; State Government
IDENTIFIERS- Barriers to Participation; Stewart B McKinney Homeless Assistance Act 1987

This report compiles data submitted by state educational agencies in accordance with the McKinney-Vento Homeless Assistance Act. States are required to provide an estimate of: total number of homeless children and youth by grade level, number of homeless children and youth enrolled in public school by grade level, number of homeless children and youth regularly attending their children as they grow into readers. It provides literacy-building activities that parents can use to help their children acquire a solid foundation for learning to read and mastering other academic subjects. The guide is divided by age and grade: infants and toddlers, preschool, kindergarten, first grade, second grade, and third grade. Each section includes an introduction with research-based discussion of the common literacy behaviors of the age/grade level; a list of important literacy milestones that children should be able to complete by certain age/grade; ideas and activities that can help parents help their children gain the skills needed to become successful readers; and five basic features to look for when choosing books for children. A final section presents reading room tips, explaining that reading at home should be personal, special, cozy, and fun, with the whole family involved. Suggestions for getting the most out of reading are presented (e.g., ask questions while reading and keeping a book journal). The guide concludes with a list of suggested books and a list of relevant organizations. (SM)

ED 462 527 UD 034 837

Colloquium on HIV/AIDS and Girls' Education. Proceedings (Washington, DC, October 25-26, 2000).
SPONS. AGENCY- Academy for Educational Development, Washington, DC.
PUB DATE- 00
NOTE- 33p.; Produced by the SAGE project. Funded under the G/WID WIDTech Activity with Development Alternatives, Inc.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Comprehensive School Health Education; Elementary Secondary Education; *Females; Gender Issues; Government Role; *Health Promotion; Sex Education; *Womens Education
IDENTIFIERS- Risk Reduction

This document presents a summary of a colloquium that focused on the threat the HIV/AIDS epidemic poses to education systems and to girls' access to and completion of education. The colloquium examined how girls' education might be used to mitigate this impact. The meeting involved nearly 200 people from academic institutions, nongovernmental organizations, multilateral development agencies, and the private and religious sectors who examined the latest evidence on the consequences and impact of the epidemic and formulated an action agenda. On the first day, participants reviewed evidence from recent studies and discussed such themes as changing what girls and boys are taught and how they think about each other, mobilizing political will to formulate innovative responses to the problem, and encouraging development agencies to take the multisectoral approach. On the second day, participants discussed categories of actions that could be encouraged to help countries deal with HIV/AIDS, including actions at the local level (e.g., supporting schools, families, and communities); actions at the country level (e.g., strengthening governments' ability to generate dialogue with their populations); and actions that funding and implementing organizations could take (e.g., flexibility in how funding agencies conduct policy dialogue). A list of participants and contact information is included. (Contains 18 references.) (SM)

ED 462 528 UD 034 842

Some Reasons Why Rural Workers Do Not Find Work in Tight Labor Markets: Results from Focus Groups Meetings in Rural Michigan. Staff Paper.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 00
NOTE- 18p.; Grant from the Fund for Rural America.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; Day Care Centers; Economic Development; Economically Disadvantaged; Education Work Relationship; *Employee Attitudes; *Employment Patterns; Employment Problems; *Equal Opportunities (Jobs); Focus Groups; *Labor Market; Labor Supply; *Nonmetropolitan Areas; *Underemployment
IDENTIFIERS- Labor Force Analysis; Michigan

A study examined barriers to employment for rural Michigan residents, especially during an economic boom. Four focus groups conducted in four nonmetropolitan growth counties in Michigan indicated that educated, skilled workers were seeking to enter the labor force or to work more hours, even though community leaders, newspapers, and job developers felt there was a shortage of local workers. The foremost factor contributing to this situation was an inadequate and seasonal demand for most goods and services produced in the counties studied. As a result, both employers and employees faced risks and uncertainties about the future. Due to lack of formal channels of finding jobs, job seekers had to rely on word-of-mouth, which is not an efficient means of finding employment. There was no public transportation system in nonmetro areas. Because workers could not find full-time jobs, they took multiple part-time jobs, and the transportation costs of driving large distances to work and day care made minimum wage jobs even less attractive than in urban areas. The high cost of licensed child and elder care centers created disincentives for taking low-paying jobs. The high collateral requirement to get loans minimized the opportunity for entrepreneurs to start home-based businesses. Discrimination based on sex, age, and disability, and the failure of schools to require computer literacy were also factors. Participants felt that local government officials could exercise more foresight in attracting certain kinds of businesses and support systems for workers. (TD)

ED 462 221 RC 023 346

Cox, David
Big Trouble: Solving Education Problems Means Rethinking Super-Size Schools and Districts. Focus on Utah.
PUB DATE- 02
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Bureaucracy; Change Strategies; Elementary Secondary Education; House Plan; *Parent Participation; Parent School Relationship; *Participative Decision Making; Politics of Education; *School District Size; *School Size; *Small Schools
IDENTIFIERS- Economies of Scale; Large Schools; *Local Control; Utah

Big school districts promised to hold down costs by centralizing functions under one roof and delivering a greater selection of

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; American Indian Languages; Canada Natives; Community Leaders; *Community Programs; Educational Cooperation; Foreign Countries; *Language Maintenance; *Material Development; Native Language Instruction; Nonformal Education; Primary Education; Technical Assistance
IDENTIFIERS- *Naskapi (Tribe); Quebec (North)

The Naskapi language is unique in northern Quebec because of the Naskapi people's late contact with Europeans, their geographic isolation, and the high proportion of Naskapi speakers in their territory. For the last two decades, a language development strategy has been emerging in the community as outside language specialists have been invited to help with specific projects and growing numbers of Naskapi speakers have become involved. During this period, little progress was made by the education system to increase Naskapi literacy rates. However, the Naskapi Nation Council and Naskapi Development Corporation were committed to language maintenance. Assisted by linguists from the Summer Institute of Linguistics, their projects have included compilation of the Naskapi lexicon as the standard reference for orthography; documentation of Naskapi grammar; audiotaping of legends and oral history with a view to their eventual publication in Naskapi, French, and English; development of a system for keyboarding the Naskapi syllabic script; training for prospective Naskapi newspaper editors and radio announcers; translation of the Bible into Naskapi; and development of school curricula in Naskapi, beginning with preschool and first-grade materials. Efforts to maintain the Naskapi language will continue to require the expertise and partnership of non-Naskapi specialists and Naskapi speakers themselves. (SV)

ED 462 238 RC 023 392

Blair, Heather; Rice, Sally; Wood, Valerie; Janvier, John
Daghida: Cold Lake First Nation Works towards Dene Language Revitalization.
PUB DATE- 02
NOTE- 11p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *American Indian Education; Canada Natives; *Community Programs; Cultural Education; *Cultural Maintenance; Elementary Education; Foreign Countries; Higher Education; *Language Maintenance; *Language Research; Material Development; Native Language Instruction; School Community Relationship
IDENTIFIERS- Alberta; Dene (Nation); Na Dene; University of Alberta (Canada)

A partnership between Cold Lake First Nations and the University of Alberta, the Daghida Project, aims to revitalize Dene Suline--the local dialect of the Dene language--and the culture that depends upon it. Residential schools had a devastating effect on the Dene language and way of life, disrupting normal linguistic and cultural transmission between the generations. Today, less than 15 percent of band members are competent in

Environment; *Family Involvement; Females; Learning Activities; Learning Strategies; *Mathematics Activities; Mathematics Curriculum; Mathematics Instruction; Minority Groups; Parent Child Relationship; *Parent Participation; *Parents as Teachers; Young Children
IDENTIFIERS- *Family Math; University of California Berkeley

This publication is designed for families with young children ages four through eight. It aims to help families acquire methods and materials through which to make mathematics more accessible for all students. Special focus is placed on those students from groups that are not traditionally well-represented in mathematics: students of color, girls, children from low-income families, and language minority students. This program supports a problem-solving approach to mathematics that includes having students and families work together in groups, using active learning methods, and incorporating a broad mathematics curriculum presented in a variety of contexts. This book contains a section on creating a mathematical environment; 37 investigations, activities, and explorations; examples of treasures and collections that may be used as the center of mathematics activities; evaluation strategies; ideas for sharing family mathematics activities with others; and a resources section. (DDR)

ED 462 257 SE 060 564

Chemistry 30: Grade 12 Diploma Examination, June 1997.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; Foreign Countries; *Grade 12; High Schools; *Science Tests; Scientific Concepts
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document is a Chemistry 30 Grade 12 Diploma Examination from Alberta Education. It is a 2.5 hour closed-book examination consisting of 44 multiple-choice and 12 numerical-response questions of equal value worth 70% of the examination and two written-response questions of equal value worth 30% of the examination. The exam contains sets of related questions that may contain multiple-choice and/or numerical-response and/or written response questions. The exam booklet also contains a chemistry data booklet and blank perforated pages for rough work. (JRH)

ED 462 258 SE 060 565

Physics 30: Grade 12 Diploma Examination, June 1997.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Grade 12; High Schools; *Physics; *Science Tests; Scientific Concepts
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document is a Physics 30 Grade 12 Diploma Examination from Alberta Education. It is a 2.5 hour closed-book examination consisting of 37 multiple-choice and 12 numerical-response questions of equal value worth 70% of the examination and two written-response questions of equal value worth 30% of the examination. The exam contains sets of related questions that may contain multiple-choice and/or numerical-response and/or

ED 462 285 SE 065 521

Harshbarger, Ronald J.; Yocco, Lisa S.
Preparing Inservice Middle Grades Teachers To Use the TI-73.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual International Conference on Technology in Collegiate Mathematics (12th, San Francisco, CA, November 4-7, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graphing Calculators; *Inservice Education; Mathematics Activities; Mathematics Instruction; *Middle School Teachers; Middle Schools

This paper reports on a workshop developed to give middle school teachers experience using the TI-73 calculator as a teaching tool and to serve as a model for the introduction of technology into their classrooms. A booklet prepared for the workshop gave keystrokes used for the TI-73 with an emphasis on features that are unique to this calculator. The booklet and the workshop discussed topics of particular interest in middle grades classrooms and included projects that middle grades teachers could use in the classroom. Sections of the booklet are described. Topics featured in the workshop included fractions, graphing piecewise defined functions, integer division, curve fitting, modeling data, and graphs of equations. (MM)

ED 462 286 SE 065 524

Perry, Bob
Early Childhood Numeracy.
SPONS. AGENCY- Australian Association of Mathematics Teachers, Adelaide.; Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 00
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Early Childhood Education; *Excellence in Education; Foreign Countries; Mathematics Education; *Numeracy; *Teaching Methods; *Teaching Models; Young Children
IDENTIFIERS- *Australia

This paper surveys the area of early childhood numeracy and offers thoughts on best practices in early childhood learning and teaching as it applies to the learning and teaching of numeracy knowledge and skills. Exemplary early childhood numeracy programs are considered against established norms of early childhood learning and teaching, and suggestions for best practices are synthesized. (Contains about 130 references.) (MM)

ED 462 287 SE 065 549

DragonflyTV Teacher's Guides.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 01
NOTE- 9p.; Supported by Best Buy Co., Inc. Educational materials developed in association with Miami University of Ohio and National Science Teachers Association.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

A Guide to Classical Liberal Scholarship. Revised Edition.
PUB DATE- 94
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Classical Literature; Conservatism; Higher Education; *Humanism; *Humanistic Education; Humanization; *Liberalism; Social Values

This booklet introduces students to a wide range of works of classical liberal scholarship. The works described can be used in researching term papers, theses, and dissertations; each book and article provides valuable insights and information that can make the difference between an "A" and a "B" paper. The tradition of classical liberalism reflects the thought of individuals who value peace, individual liberty and freedom of thought, speech, and action. This annotated bibliography provides a brief introduction to works with the following divisions: (1) "The Heritage of Classical Liberalism"; (2) "History"; (3) "Economics"; (4) "Philosophy and Social Theory"; (5) "Property Rights"; and (6) "Selected Issues" (which include: the environment, urban issues; race and ethnic conflict; international trade and relations; poverty and self-help; economic development; social analysis; cartels--business and labor; depressions, monetary policy and economic cycles; the industrial revolution; feminism; public goods; privatization; law and the "Free Society"; education; health, safety, and regulation; personal liberties; freedom of expression; socialism and state economic planning; liberty and languages; war and peace; and polycentric law). (EH)

ED 462 312 SO 025 670

Foucher, Michel
Minorities in Central and Eastern Europe. A Secondary Education for Europe Series.
PUB DATE- 94
NOTE- 53p.; French edition: Les minorites en Europe centrale et orientale.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Civil Rights; Cross Cultural Studies; Cultural Differences; Cultural Pluralism; *Ethnic Groups; *Ethnicity; Foreign Countries; Higher Education; Majority Attitudes; *Minority Groups; Multicultural Education; Religious Cultural Groups; *Secondary Education; *Self Determination; Social Bias; Social Discrimination; Subcultures
IDENTIFIERS- *Europe (Central); *Europe (East)

This monograph, published as part of the project "A Secondary Education for Europe," makes no claim to deal with all the questions relating to minorities, from either the legal point of view of that of international action. The paper does not aim to suggest recommendations on a theme which has concerned the Council of Europe for years. The approach adopted here is a descriptive overview of the reality of minorities as they appear in 1993 in their territorial dimension. It is an inventory, as up to date as possible, with emphasis on the changes that have taken place since 1989-90. Chapters include: (1) "Problems of Minorities, Old and New"; (2) "Minorities in the Northern Part of Central and Eastern Europe Including Poland, the Czech Republic and Slovakia, and Hungary"; (3)

science analysis skill listed in the California Academic Content Standards for History-Social Science. Based on what they learned in kindergarten and first grade about mapping their classroom and the playground, students learn more about map basics using maps of the school neighborhood, maps that show how land use differs spatially in California (what a California land use map looks like), and maps of the key features of the North American continent. Suggested time for unit implementation is 6 weeks. The unit incorporates the five themes of geography: location, place, human-environment interaction, movement, and regions. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; covers materials needed for the lesson; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. Lists references and resources for the sample topic. Appended are sample worksheets. (BT)

ED 462 332   SO 033 554

Reems, Kimberly; Porter, Priscilla
Making and Carrying Out Laws. Grade 2 Model Lesson for Standard 3. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 32p.; For additional related lessons, see SO 033 549-565.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Citizenship Education; Curriculum Based Assessment; Elections; *Federal Government; *Government Role; Grade 2; Law Related Education; *Laws; Primary Education; Simulation; *Social Studies; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California

During kindergarten students learn that being a good citizen involves acting in certain ways. In grade 1 students study about making rules by direct democracy and by representative democracy. This concept is developed further in grade 2 as students learn about electing the people who make the laws, carry out the laws, and enforce the laws. This unit is designed as a simulation to introduce students to the institutions and practices of the U.S. government. It is divided into three major parts that correspond to the three branches of the U.S. government. Four weeks is suggested for unit implementation with the recommendation that the teacher coordinate the unit with a national, state, or local election. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; covers materials needed for the lesson; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. Lists extensive resources for the sample topic. Appended are sample worksheets. (BT)

ED 462 333   SO 033 555

Harbin, Janice
People Who Supply Our Food. Grade 2 Model Lesson for Standard 4. California History-Social Science Course Models.
PUB DATE- 01

photographs, the executive order, a final evacuation report, and a transcript. The lesson provides historical background (with seven resources); and suggests diverse teaching activities for implementation, including presentations, class discussion, and student research projects. Appended are a written document analysis worksheet, a photograph analysis worksheet, and the documents. (BT)

ED 462 351 SO 033 602

Gray, Tom
Telegram from Senator Joseph McCarthy to President Harry S. Truman. The Constitution Community: Postwar United States (1945 to Early 1970s).
PUB DATE- 00
NOTE- 21p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communism; *Government Role; *National Security; *Primary Sources; Secondary Education; Social Studies; Teacher Developed Materials; *United States History
IDENTIFIERS- Cold War; Congress; McCarthy (Joseph); *Message Responses; *Message Transmission; Truman (Harry S); United States Constitution

As soon as World War II ended, the United States and the Soviet Union began a struggle for supremacy. It was against the backdrop of the Cold War that the threat of internal subversion and external attack began to preoccupy Congress. On February 9, 1950, Senator Joseph McCarthy gave a speech in Wheeling, West Virginia, where he claimed to have in his possession information proving that more than 200 employees in the State Department were Communist Party members. This began a campaign during which McCarthy continued to make accusations about communist activity within the executive branch. His 1954 probe of the U.S. Army, televised nationally, led to his downfall. The featured primary source document, a telegram from Senator McCarthy to President Truman, was sent to the President on February 11, 1950. This lesson also includes Truman's reply (probably not sent). The lesson relates to the interaction between the executive and legislative branches dealing with the nation's security and acts that may be determined to be treason (Article III, Section 3, Paragraph 1). It correlates to the National History Standards and to the National Standards for Civics and Government. The lesson provides historical background (four resources); and suggests diverse teaching activities for classroom implementation, including document analysis, research and class discussion, compare and contrast, and extension activities. (BT)

ED 462 352 SO 033 603

Greene, Mary Frances
Documents Related to "Brown v. Board of Education." The Constitution Community: Postwar United States (1945 to Early 1970s).
PUB DATE- 00
NOTE- 38p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Civil Rights; *Court Litigation; *Primary Sources;

how nature created the river and how the river works within the world. Through clear text and lively illustrations, the book helps young readers understand why rivers are nature's wondrous waterways. Lists six books for further reading. Suggested for ages six through eight. (BT)

ED 462 371 SP 036 267

Fletcher, Alice C.
Indian Games and Dances with Native Songs: Arranged from American Indian Ceremonials and Sports.
PUB DATE- 94
NOTE- 139p.; Introduction by Helen Myers. Reprinted from the original edition published in 1915 by C.C. Birchard & Company, Boston.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Culture; American Indian Languages; *American Indians; Childrens Games; Cultural Awareness; Cultural Maintenance; *Dance; Elementary Education; *Games; *Songs
IDENTIFIERS- American Indian Contributions; American Indian Philosophy; Names; Ritual Behavior

This volume describes and gives instructions for Native American dances and games as gathered by, and in some cases adapted by, an anthropologist working among native peoples at the beginning of the 20th Century. Part I contains dances and songs. The first is called "The Life of the Corn," a drama in five dances. Also included are three other dances. The songs to accompany the dances are a single line of melody written in a conventional Western treble stave, with the key and time signatures and bar lines indicated. Part II contains games grouped by type: two hazard games, five guessing games, and five ball games. Many of the games include their own songs. Diagrams show equipment, indicate how to lay out pieces, or describe where to position players. Part III concerns names and naming ceremonies (presenting a child, naming a child, taking a new name, taking an Indian name) and includes lists of names for girls, for boys, and for camps. Explanations of the cultural significance and meaning of the songs, dances, and games are included. A scholarly introduction describes the work of the anthropologist (Alice C. Fletcher), the music's influence on American composers, and a collection of recordings made around 1900 by the author and her collaborator, Francis La Flesche. (Contains 22 references.) (JB)

ED 462 372 SP 036 352

Simpson, Christine
Jenny's Locket. Second Edition.
PUB DATE- 94
NOTE- 58p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Childrens Literature; *Communicable Diseases; Elementary Secondary Education; Health Education; Instructional Materials; Physical Health; Social Attitudes
IDENTIFIERS- *Blood; *Sexually Transmitted Diseases

ED 462 391 TM 024 643

Krueger, David W.
Planning and Assessment Applications of the School District Data Book in Tucson Unified School District #1.
PUB DATE- 95
NOTE- 12p.; Paper presented as part of the interactive symposium "Research Applications of the National Center for Education Statistics School District Data Book: Lessons Learned from Five LEAs across the Nation" at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For other papers from the same symposium, see TM 024 642 and 644.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Data Collection; *Databases; Educational Assessment; *Educational Environment; Educational Planning; Educational Research; Elementary Secondary Education; Enrollment; Enrollment Trends; Institutional Characteristics; National Surveys; Profiles; *School Districts; School Statistics; *Socioeconomic Status; State Surveys; *Urban Schools
IDENTIFIERS- *School District Data Book; Tucson Public Schools AZ

The School District Data Book (SDDB) of the National Center for Education Statistics contains data on local education agencies that make it possible to compare data aggregated at district, county, state, and national levels on hundreds of variables. The development of the SDDB has provided an efficient and powerful tool for use in planning and assessment in the Tucson (Arizona) Unified School District #1 (TUSD). TUSD is the largest district in southern Arizona, serving 60,525 students in an approximately 227 square mile area. Profiles of student results are one of the primary sources of data used in the TUSD. Student, school, and district profiles are compared with state and national results. Using SDDB data, an example analysis was performed to identify the relationships among various socioeconomic conditions, school characteristics, and academic performance. Results of a factor analysis indicated the need for at least two explanatory variables (i.e., socioeconomic status and a school environment variable). The District has found other software useful in conjunction with SDDB data, and expects to use this approach for other planning and evaluation activities. Appendixes present the district profile, SDDB profiles in three tables, and a SDDB map of Arizona by county for children below the poverty level. (SLD)

ED 462 392 TM 024 644

Yakimowski, Mary E.
An Introduction and SDDB Primer with Lessons Learned in Meriden, Connecticut.
PUB DATE- 95
NOTE- 49p.; Paper presented as part of the interactive symposium "Research Applications of the National Center for Education Statistics School District Data Book: Lessons Learned from Five LEAs across the Nation" at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995). For other papers from the same symposium, see TM 024 642 and 643.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

ED 462 411 TM 033 673

Lavigne, Nancy C.; Glaser, Robert
Assessing Student Representations of Inferential Statistics Problems. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; *High School Students; High Schools; Instructional Design; *Problem Solving; Protocol Analysis; Statistical Inference
IDENTIFIERS- *Mental Representation

A student's understanding of a problem before he or she solves it is a critical component of successful problem solving. This understanding is based on how a problem is represented; that is, whether a problem is understood in terms of principles or solution methods or whether the focus is on features that are irrelevant to its solution. In this study, the representations of statistics problems for which 21 twelfth graders used a sorting task were studied. The degree to which problems were sorted according to statistical methods was indexed, and a verbal protocol was used to assess students' explanations of their sorts. Two main findings are discussed: (1) students' problem representations were based on key features that underlie statistical methods, and the extent to which these features were stressed in explanations varied; and (2) students' explanations were more sensitive to the nature of their problem representations than was their sorting performance. These findings have implications for the design of instruction and assessment. (Contains 1 figure, 4 tables, and 55 references.) (Author/SLD)

ED 462 412 TM 033 674

Zimmerman, Corinne; Glaser, Robert
Testing Positive versus Negative Claims: A Preliminary Investigation of the Role of Cover Story on the Assessment of Experimental Design Skills. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; *Elementary School Students; *Experiments; Intermediate Grades; Research Design; *Test Items
IDENTIFIERS- Open Ended Questions

This paper presents results from a preliminary investigation in which researchers manipulated the cover story of an open-ended assessment that required students to design an experiment. Participants were 27 sixth graders from a culturally diverse urban school. In one version of the cover story, students were asked to design an experiment to test a negative claim (i.e., that tap water is "bad" for plants). In a second version, they were to test a positive claim (i.e., that coffee grinds are "good" for plants). Differences between the two cover stories were found. In the negative condition, students were more likely to suggest controlled designs, to identify the correct

Schools," for easy reference. Alternative schools appear in a separate section, and special education schools, vocational/career centers, and hospital schools also appear in a special section of the report, as do "Schools with Unresolved Data Issues" and "Schools Not Included." The appendix includes an explanation of adjustments for special ABCs conditions and supplemental information about the report process. (Contains 13 tables.) (SLD)

ED 462 431 TM 033 695

The North Carolina 2001 SAT Report (Scholastic Assessment Test Report). Reporting on the Nation, the State, the 117 Public School Systems, Charter Schools, North Carolina School of the Arts, and North Carolina School of Science and Mathematics.
PUB DATE- 01
NOTE- 34p.; Prepared by North Carolina's Department of Public Instruction's Instructional and Accountability Services Department. For the North Carolina 1998 SAT report, see ED 429 113.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement Gains; Charter Schools; College Bound Students; *College Entrance Examinations; Disadvantaged Youth; Ethnic Groups; *High School Students; High Schools; *Private Schools; *Public Schools; Racial Differences; Sex Differences; Test Results
IDENTIFIERS- *North Carolina; *Scholastic Assessment Tests

This report presents Scholastic Assessment Test (SAT) results for North Carolina students scheduled to graduate in 2001. These results represent students' most recent scores, regardless of when they last took the test. The scores of public and nonpublic school students in North Carolina and the United States are reflected in this report, except where otherwise noted. With about a 3% increase in total test takers, the North Carolina mean total SAT score (992) increased 4 points in 2001. Students in the United States scored 1020 in 2001, 1 point more than in the previous year. The North Carolina achievement gain continued a trend of improvement each year since 1990 except for 1994, when there was no change. From 1991 to 2001, North Carolina gained more points than any other state where more than 12% of students took the test. The SAT scoring gap between North Carolina's public schools and U.S. public schools continued to narrow in 2001, and the gap for the verbal portion of the SAT continued to be smaller than the mathematics gap. As has been true historically, males scored higher on the SAT than females, with the primary difference in mathematics. White and Asian students in North Carolina and the U.S. typically score higher than other ethnic groups, a trend that continued in 2001. Of the ethnic groups, only Hispanic students in North Carolina scored higher than their counterparts nationwide, but Hispanic students represent a very small proportion of North Carolina students. In North Carolina, as in the U.S. as a whole, the higher the family income, the higher the student's mean total SAT score. Additional information is provided about academic preparation for college and the SAT. Three appendixes discuss North Carolina and the United States, the performance of the state's school systems, and the performance of the 50 states. (Contains 9 tables, 12 figures, and 4 references.) (SLD)

ED 462 432 TM 033 696

Improvements that may be related to Title I programs. Appendixes contain further state proficiency level definitions, content indicators by state, and National Assessment of Educational Progress definitions and further information. (SLD)

ED 462 451 UD 031 456

Rossman, Shelli B.; Morley, Elaine
The National Evaluation of Cities in Schools. Executive Summary.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 95
NOTE- 127p.; For "Highlights of the National Evaluation of Cities in Schools," see UD 031 457.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Ancillary School Services; Dropout Prevention; *Dropout Programs; Elementary Secondary Education; High Risk Students; Models; Partnerships in Education; *Program Evaluation; *Technical Assistance; *Training
IDENTIFIERS- *Cities in Schools; Research Replication; School Based Services

This summary reports the key findings of a multi-year evaluation of the Cities in Schools (CIS) program, a school-based intervention for at-risk youth. Cities in Schools Inc. is a nonprofit corporation that provides training and technical assistance to promote replication of the CIS dropout prevention process in communities and schools. The objective of the model is to integrate existing community services and resources, and relocate them to the school site to bring about dropout reduction and relieve related problems such as substance abuse, gang involvement, violence, and risky behaviors. An evaluation of CIS was sponsored by a consortium of federal agencies led by the Office of Juvenile Justice and Delinquency Prevention. Site visits to 17 communities, telephone discussions with staff in 42 programs, and a review of documents provided data for the study. Evaluators recommended that the CIS national organization emphasize training and technical assistance to bolster areas where weaknesses were identified and that better data be kept for accountability purposes. Other recommendations concern the role of partnership agencies. An appendix presents detailed tables of evaluation findings. (Contains 7 exhibits, 15 tables, 5 figures, and 10 references.) (SLD)

ED 462 452 UD 031 457

Rossman, Shelli B.; Morley, Elaine
Highlights of the National Evaluation of Cities in Schools.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 95
NOTE- 26p.; For "The National Evaluation of Cities in Schools: Executive Summary," see UD 031 456.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Ancillary School Services; Dropout Prevention; *Dropout Programs; Elementary Secondary Education; High Risk Students; Models; Partnerships in Education; Program Evaluation; *Technical Assistance; *Training
IDENTIFIERS- *Cities in Schools; Research Replication; School

Child Development, New York, NY.
PUB DATE- 01
NOTE- 53p.; Cover page varies. Support also provided by the Office of the Provost, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Children; Disadvantaged Environment; Family Life; Housing; Immigrants; Life Satisfaction; *Quality of Life; *Social Environment; *Social Indicators; *Socioeconomic Influences; Urban Areas; Working Poor
IDENTIFIERS- *New York (New York)

The New York City Social Indicators Survey examines New York City's social climate, surveying a representative sample of families regarding their perceptions of life in the city and indicators of their quality of life and experiences of hardship. The 1999 survey examined the period between 1997-1999, a time of strong economic performance and substantial change in welfare, health care, and other public policies. During this period, life improved on many dimensions. More families had some financial assets and at least moderate affluence, more considered their neighborhoods good and safe, fewer were crime victims, and more were satisfied with life in the city and city services. The diversity of the residents of New York City continued to increase, with the foreign-born population growing by 12 percent. There was little improvement on indicators of distress and disadvantage. Disparities between the "haves" and "have nots" remained wide. Families who were poor, headed by an immigrant, or with children continued to lag their more advantaged counterparts. The gap between rich and poor narrowed on certain dimensions (e.g., crime and neighborhood satisfaction) but grew on indicators of wealth, financial hardship, and satisfaction with the city. The economic situation of the poorest New Yorkers did not greatly improve between 1997 and 1999. The proportion of families at or below 150 percent of the poverty line remained the same, and more families reported hunger and difficulty in paying their utilities. The gap between immigrants and non-immigrants and between families with and without children grew on most social indicators. Data tables and methodology are appended. (SM)

ED 462 471 UD 034 747

Pathak, Arohi; Holmes, Dwight; Mincberg, Elliot; Neas, Ralph G.
A Model To Avoid: Arizona's Tuition Tax Credit Law.
PUB DATE- 01
NOTE- 10p.; Produced by the People for the American Way Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Disadvantaged Youth; Educational Vouchers; Elementary Secondary Education; Extracurricular Activities; Poverty; Private Schools; Public Schools; State Legislation; *Tax Credits; *Tuition
IDENTIFIERS- *Arizona

In 1997, Arizona enacted a tuition tax credit law. Supporters consider this law a model for improving public education. Opponents believe it is a model for seriously undermining public education, particularly public schools serving poor children. The two types of tax credits Arizona offers are a private tuition tax credit and tax credit for public school and their native language), and with cultural identity. Teachers may not know how to respond appropriately to these students. This booklet suggests ways in which teachers may help refugee children to cope with their emotions and manage their behavior. It is essential to establish links with the children's families, though it is often difficult to establish good communication with parents of traumatized refugee children. How to discipline refugee students is a complex issue, and consultation with child care and mental health professionals may be useful. Steps that teachers can take include managing their own feelings, being realistic, knowing what students need, managing students' behavior, referring children for specialist help, being supportive, and welcoming refugees. Three appendices contain case studies, relevant addresses and resources, and a list of material for further reading. (SM)

ED 462 490 UD 034 768

Portes, Alejandro; Rumbaut, Ruben G.
Legacies: The Story of the Immigrant Second Generation.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Spencer Foundation, Chicago, IL.; Andrew W. Mellon Foundation, New York, NY.; Russell Sage Foundation, New York, NY.
PUB DATE- 01
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Acculturation; Bilingualism; Child Rearing; Elementary Secondary Education; Ethnicity; Family (Sociological Unit); *Immigrants; Limited English Speaking; Parent Child Relationship; Parents; Psychological Patterns

This book describes the life of immigrant families in the United States, particularly second generation immigrants. Chapter 1, "Twelve Stories," presents the stories of immigrant families. Chapter 2, "The New Americans: An Overview," describes U.S. immigrants. Chapter 3, "Not Everyone Is Chosen: Segmented Assimilation and Its Determinants," describes theoretical perspectives guiding this study, focusing on segmented assimilation and factors that condition diverse aspects of the adaptation process of second-generation youth. Chapter 4, "Making It in America," examines the socioeconomic adaptation of immigrant parents. Chapter 5, "In Their Own Eyes: Immigrant Outlooks on America," further explores immigrant parents' characteristics, situations, and perceptions, particularly child rearing. Chapter 6, "Lost in Translation: Language and the New Second Generation," discusses children and language issues. Chapter 7, "Defining the Situation: The Ethnic Identities of Children of Immigrants," analyzes the evolution of different types of ethnic self-identities. Chapter 8, "The Crucible Within: Family, Schools, and the Psychology of the Second Generation," explores parent-child conflict, self-esteem, and aspirations for the future. Chapter 9, "School Achievement and Failure," addresses factors that affect academic achievement. Chapter 10 offers "Conclusion: Mainstream Ideologies and the Long-Term Prospects of Immigrant Communities." Three appendices contain the follow-up and parental questionnaires for the Children of Immigrants Longitudinal Study and variables used in multivariate analyses. (Contains approximately 340 references.) (SM) school by grade level, and primary nighttime residence of homeless children and youth. The greatest numbers of homeless children are at the preschool and elementary levels. Lower numbers reported for secondary school may be due to difficulties identifying older children and youth. Approximately 67 percent of identified homeless children and youth are enrolled in school. Excluding preschool, 87 percent of homeless children and youth attend school regularly. Most homeless children and youth identified in state reports live in shelters, doubled up with friends or relatives, or in other situations such as motels and campgrounds. Barriers to enrolling in and attending school include transportation, lack of official school records, immunization requirements, residency requirements, and providing birth certificates. Strategies for addressing issues in homeless education include increasing awareness of the problem and promoting interagency collaboration to meet children's needs. Tables on homeless children and youth are appended. (SM)

ED 462 509 UD 034 817

Sailor, Wayne, Ed.
Whole-School Success and Inclusive Education: Building Partnerships for Learning, Achievement, and Accountability. Special Education Series.
PUB DATE- 02
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Early Childhood Education; *Educational Change; Educational Finance; Elementary Secondary Education; Federal Legislation; Higher Education; *Inclusive Schools; *Mainstreaming; Preservice Teacher Education; *Regular and Special Education Relationship; *School Community Relationship; *Severe Disabilities; Student Evaluation; Teacher Collaboration

This collection of papers examines inclusive education practices in public schools. There are 14 papers in 4 parts. Part 1, "Inclusive Education in a Context of Emerging Partnerships," includes: (1) "Devolution, School/Community/Family Partnerships, and Inclusive Education" (Wayne Sailor); (2) "The Implications of Goals 2000 for Inclusive Education" (P. Jeannie Kleinhammer-Tramill and Karen Symms Gallagher); and (3) "Early Childhood Legislation: Formation of Collaborative, School/Community Partnerships for Serving Families of Young Children with Disabilities" (R.J. Pat Gallagher and James L. Tramill). Part 2, "School Reform and School/Community Linkages," includes: (4) "Service Integration and Achieving the Goals of School Reform" (Martin Gerry); (5) "Yes, and What about...The Inclusion of Students with Severe Disabilities in Comprehensive Statewide Educational Reform" (Jacquie Farmer Kearns, Harold L. Kleinert, Sarah Kennedy, Rebecca Farmer, and Kenneth Warlick); (6) "Excluded Children and Integrated Services: What Parents Need To Keep Their Children at Home and Their Families Together" (Nancy Zollers); and (7) "The Buyout Option for Students with Significant Disabilities during the Transition Years" (Laura Owens-Johnson, Lou Brown, Jacqueline B. Temple, Beth McKeown, Charlotte Ross, and Jack Jorgensen). Part 3, "Inclusive Teaching: Building on School and Community Partnerships," includes: (8) "Looking Closely at Instructional Approaches: Honoring and Challenging All Children and Youth in Inclusive Schools" (Kathy Gee); (9) "From 'Special' Educators to Educators: The Case for Mixed-Ability Groups of Teachers in Restructured Schools" (Dianne L. Ferguson, Ginevra Ralph, and

Kalil, Ariel; DeLeire, Thomas
Parental Job Loss and Early Adolescent Adjustment in Black and White Families. JCPR Working Paper.
SPONS. AGENCY- McCormick Tribune Foundation, Chicago, IL.
PUB DATE- 02
NOTE- 25p.; Funding provided by the McCormick Tribune Foundation to the Center for Human Potential and Public Policy at the Harris School of Public Policy Studies at the University of Chicago.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Attendance Patterns; *Blacks; *Early Adolescents; Fathers; Locus of Control; Mothers; *Parent Influence; Psychological Patterns; *Racial Differences; Self Concept; Socioeconomic Status; *Whites
IDENTIFIERS- *Job Loss

This study examined the effects of paternal and maternal job loss on changes in Black and White early adolescents' academic achievement, school attendance, locus of control, and self-concept. It also investigated whether the effects of parental job loss could be explained by contemporaneous changes in parental behavior. Analysis of data on 8th graders observed over 2 years as part of the National Educational Longitudinal Survey indicated that the negative effects of job loss were limited to those associated with the loss of fathers' jobs and were more severe among black families. Among black youth, fathers' job loss had a detrimental effect on math test scores and school attendance. Among white youth, the negative effect of fathers' job loss was limited to youths' locus of control, although this effect was not substantively important. Mothers' job loss showed very few negative effects. The effects of fathers' job loss were not explained by contemporaneous changes in parental monitoring or involvement. Results suggested that effects were more detrimental among families of lower socioeconomic status. (Contains 36 references and 6 tables.) (SM)

ED 462 529 UD 034 843

Hangley, Bill, Jr.; McClanahan, Wendy S.
Mustering the Armies of Compassion in Philadelphia: An Analysis of One Year of Literacy Programming in Faith-Based Institutions.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 02
NOTE- 63p.; Foreword by John J. DiIulio, Jr.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; *Churches; Elementary Secondary Education; *Literacy Education; Program Effectiveness; *Reading Improvement; Reading Skills; *Religious Education; *School Community Programs
IDENTIFIERS- Pennsylvania (Philadelphia)

This report examines the efforts of Youth Education for Tomorrow (YET), a best-practices-based literacy program developed by a group of faith-based schools, churches, and community organizations in Philadelphia, Pennsylvania. In each YET Center, a qualified teacher and volunteer assistants helped children improve as readers using proven techniques. Classes were held in neighborhood faith-based settings 4 days a week after school and during the summer. Classes were designed to be academic offerings and activities, thus improving education. But they have not delivered. Up to a certain size, consolidation can save costs, but above that size, districts experience "diseconomies of scale," including misallocation of funds toward bureaucracy rather than instruction. On average, large districts' standardized test scores fall in the lower end of their expected ranges, while smaller districts' scores fall in the upper end of their ranges. Large schools are concentrated in large districts, and big schools experience the same problems as big districts. Parents are not happy with big districts--their complaints over test scores, curriculum, taxes, or anything else always come back to the issue of control. In a big district, the bureaucracy makes the important decisions, and parents feel alienated. Some districts have tried to create sub-schools that share a common school building or to create sub-districts or local councils, but they fail to address the issue of control. If administrators don't deal with the problem, frustrated citizens will take their complaints to the state, which will attempt to force quality. Limiting the size of districts and schools and creating smaller districts will improve academics and efficiency and encourage public participation by bringing issues back to the local level. This will spur innovation, flexibility, and commitment by parents and teachers. (TD)

ED 462 222   RC 023 359

Little, Paula; Miller, Stephen K.
Rural Values and School District Personnel Practices: An Exploration of Person-Organization Fit Theory.
PUB DATE- 01
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Community Attitudes; Elementary Secondary Education; *Employer Attitudes; Equal Opportunities (Jobs); Resistance to Change; *Rural Schools; School Surveys; *Social Bias; Sociocultural Patterns; Superintendents; Teacher Qualifications; *Teacher Selection; *Values
IDENTIFIERS- Kentucky; *Rural Culture

Rural school districts where ethnocentrism, traditionalism, primary group preference, and social conservatism form the dominant value system could be contributing to their own ineffectiveness through their patterns of personnel selection. This study investigated the influence of rural values on components of personnel selection and the tacit filters of "fit" in recruitment efforts in Kentucky school districts. Surveys completed by 176 Kentucky school district superintendents and 178 principals indicate that decisionmakers with higher levels of rural values were more likely to rely upon "matching" or fit factors when making hiring decisions. Objective factors, such as references, grade point average, leadership activities, and honors or awards, did not play a significant role in influencing the hiring decisions of administrators with rural values. Decisionmakers with rural values did not perceive the importance of having minority faculty representation in proportion to the student population, even though they strongly agreed that students relate better to teachers with similar value systems. Decisionmakers with rural

Dene Suline, and most of these are elders. The project has three components: linguistic, sociolinguistic, and psycholinguistic research; language retention and education; and cultural preservation and revival. Present and future research focuses on patterns of language use, community attitudes toward language revitalization, the lexicon and grammar, communication behaviors related to language acquisition, aspects of language processing that differ between fluent and less competent speakers, and use of gestures. Ongoing and proposed educational activities include an elders' advisory board; adult language and literacy classes, aimed particularly at young parents; a weekly community meal; a language festival; Dene immersion daycare; activities at the K-8 school; and university-level language and teacher-education classes. The cultural component includes archiving of cultural knowledge, production and dissemination of cultural materials, and summer language and culture immersion camps for the whole community. (Contains 18 references.) (SV)

ED 462 239 RC 023 393

Linn, Mary S.; Naranjo, Tessie; Nicholas, Sheilah; Slaughter, Inee; Yamamoto, Akira; Zepeda, Ofelia
Awakening the Languages. Challenges of Enduring Language Programs: Field Reports from 15 Programs from Arizona, New Mexico and Oklahoma.
PUB DATE- 02
NOTE- 24p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *American Indian Languages; Community Programs; *Educational Strategies; *Language Maintenance; Native Language Instruction; Program Development; Program Implementation
IDENTIFIERS- Endangered Languages; *Oklahoma

The Indigenous Language Institute (ILI) collaborates with indigenous language communities to combat language decline. ILI facilitates community-based language programs, increases public awareness of language endangerment, and disseminates information on language preservation and successful language revitalization programs. In response to numerous questions about what works, ILI researchers visited 15 language programs in Arizona, New Mexico, and Oklahoma. This paper reports findings on Oklahoma. With the exception of California, Oklahoma has the greatest diversity of Native languages and peoples in the United States. All Native languages in Oklahoma are threatened; most are severely endangered. A chart presents languages and linguistic families of Oklahoma, with number of speakers. Oklahoma tribal people do not have a land base, and their children are seldom the majority in public schools. Most Native language programs are grassroots and struggle for funds, teachers, and even community acceptance. Most programs pass through certain vital stages: commitment of the heart, awareness of the reality of the language situation, committed experimentation, re-contextualizing language and culture, transforming the culture of school, re-creating classrooms, and changing attitudes from hurt to responsibility. Successful approaches include using community language teams, promoting immersion, being family-oriented, setting goals, developing a written response questions. The exam booklet also contains a tear-out data sheet, a Periodic Table of Elements, and blank perforated pages for rough work. (JRH)

ED 462 259 SE 060 566

Biology 30: Grade 12 Diploma Examination, June 1997.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; Foreign Countries; *Grade 12; High Schools; *Science Tests; Scientific Concepts
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document is a Biology 30 Grade 12 Diploma Examination from Alberta Education. It is a 2.5 hour closed-book examination consisting of 48 multiple-choice and eight numerical-response questions of equal value worth 70% of the examination and two written-response questions of equal value worth 30% of the examination. The exam contains sets of related questions that may contain multiple-choice and/or numerical-response and/or written response questions. The exam booklet also contains tear-out data pages and blank perforated pages for rough work. (JRH)

ED 462 260 SE 065 176

Nicholas, Frank W.
Charles Darwin in Australia; or How To Introduce Some Local Colour to the Teaching of Evolution, Geology, Meteorology, and the Determination of Longitude.
PUB DATE- 01
NOTE- 15p.; In: Matthews, Michael R. (Ed.) History, Philosophy and New South Wales Science Teaching. Fourth Annual Conference, University of New South Wales, Sydney, Australia, October 26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Evolution; Experiential Learning; Foreign Countries; Geology; Meteorology; Science History; *Science Instruction; Secondary Education; Teaching Methods
IDENTIFIERS- Australia; *Darwin (Charles); Longitude

The background to Charles Darwin's little-known visit to Australia, and the account of his experiences while here, provide some invaluable historical material for teaching evolution, geology, meteorology, and the determination of longitude. Indeed, by using his Australian experiences as a foundation, it is possible to explain the theory of evolution in a much more constructive manner than is usually the case. A day-trip to the Blue Mountains provides the opportunity for students to retrace Darwin's footsteps and to learn much about geology and the development of Darwin's ideas. (Contains 13 references.) (Author)

ED 462 261 SE 065 195

Catalkaya, Tamer; Golze, Ulrich
Multimedia-Based Chip Design Education.
PUB DATE- 00
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; Aquatic Sports; Elementary Secondary Education; *Inquiry; *Motion; Science Activities; Science Instruction; Water

This teacher's guide is based on "DragonflyTV" investigations which focus on real kids doing inquiry-based science investigations. Activities include: (1) "Investigation To Explore Skateboards"; (2) "Investigations To Explore Otters"; and (3) "Investigations To Explore Waterslides." (YDS)

ED 462 288 SE 065 550

Anderson, Susan Smetzer; Farnsworth, Valerie
High School Students "Do" and Learn Science through Scientific Modeling.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 00
NOTE- 8p.; Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Educational Change; *Genetics; High Schools; *Inquiry; *Learning; Science Instruction; *Scientific Methodology

This document describes the research project Modeling for Understanding in Science Education (MUSE) which focuses on the improvement of high school students' learning. MUSE research investigated how lower and high achieving students learned to reason, inquire, present, and critique scientific arguments in a genetics course taught during the spring and fall in 1997. Scientific Modeling stands as the main frame for MUSE projects and is described as a natural process for teachers and students. (YDS)

ED 462 289 SE 065 554

Cutter, Mary Ann G.; Drexler, Edward; McCullough, Laurence B.; McInerney, Joseph D.; Murray, Jeffrey C.; Rossiter, Belinda; Zola, John
Mapping and Sequencing the Human Genome: Science, Ethics, and Public Policy.
SPONS. AGENCY- Department of Energy, Washington, DC.
PUB DATE- 92
NOTE- 402p.; Also supported by Ward's Natural Science Establishment, Inc. Distributed with the assistance of National Association of Biology Teachers and National Science Teachers Association.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Decision Making; *DNA; Elementary Secondary Education; *Ethics; *Genetics; Higher Education; *Public Policy; *Science Activities; Science Instruction
IDENTIFIERS- *Human Genome Project

The human genome project started in 1989 with the collaboration of the National Institutes of Health (NIH) and the U.S. Department of Energy (DOE). This document aims to develop an understanding among students of the human genome project and relevant issues. Topics include the science and technology of the human genome project, and the ethical and public policy dimensions of the project. Four activities are presented in the document: (1) "DNA Sequences"; (2) "Do Our Genes Determine Our

"Minorities in the Southern Part of Central and Eastern Europe including Albania, Bulgaria, Romania, Moldova, and the Gypsies (Rom): A Special Case"; (4) "Case Study: The Magyhar Minorities"; (5) "The Approaches Advocated by the Major European Institutions"; and (6) "Conclusions." An appendix contains "Population map of central and eastern Europe and statistics according to the latest assessments." (EH)

ED 462 313 SO 025 671

Piciga, Darja
Secondary Education in Slovenia. A Secondary Education for Europe Series.
PUB DATE- 95
NOTE- 71p.; French edition: L'enseignement secondaire en Slovenie.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Educational History; Educational Principles; Educational Theories; Foreign Countries; *Foundations of Education; *International Education; *Secondary Education
IDENTIFIERS- *Slovenia

This monograph contains a brief description of secondary education in Slovenia. Slovenia, one of the youngest European states, recognized by the international community in 1992, is one of the smallest European countries. This report was prepared on the basis of available documents, statistical data, and research reports as well as existing proposals for conceptual changes. Although the process of gradual improvement of the educational system in Slovenia started a few years ago, the final state of these changes has not yet been decided upon. At present, it seems certain that any change that might occur in the coming year will not be an abrupt transformation, but rather an evolution of the present system (unlike the practice of reforms of the entire educational system, characteristics of the past). Secondary education in Slovenia has been defined as the four or five years following the eight years of compulsory primary education, but for this report the term "upper" primary education for grades five to eight will be used where relevant. Chapters include: (1) "Societal, Historical and Political Background"; (2) "General Section"; (3) "The Efficiency and Performance of Secondary Education"; (4) "Challenges, Problems and Prospects"; and (5) "References and Further Reading." (EH)

ED 462 314 SO 025 684

Patrick, John J.
Ending the War, 1969-1973: Educator's Guide. Live from the Past Series.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Government (Administrative Body); *Modern History; *Politics; Presidents of the United States; Social Studies; United States History; *Vietnam War; Violence; World History; World Problems
IDENTIFIERS- *Nixon (Richard M)

This guide is to help teach about President Nixon's succession to office in 1969 and the ending of the war in Vietnam in 1973. The guide includes a background essay, suggsted activities,

NOTE- 51p.; For additional related lessons, see SO 033 549-565.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Agricultural Production; Curriculum Based Assessment; *Economics; Farmers; *Food; Grade 2; Primary Education; *Social Studies; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California; Food Consumption

Grade 2 students learn about the people who supply food for the nation. Students study about different foods and the many individuals, from the farmer to the consumer, who are involved in bringing the products to market. The unit, which should take 8 weeks to implement, is designed to help students develop an appreciation and respect for these people and the work they do. The unit examines types of farms, how crops get to market, and the interdependence of food producers, processors, and distributors. It compares food production from long ago to production today. Students begin to understand this country's transition from a self-sufficient nation to a nation of consumers who are dependent on others to meet their needs. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; covers materials needed for the lesson; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. (Contains a resource list for the sample topic. Appended are additional informative materials and sample worksheets.) (BT)

ED 462 334 SO 033 556

Porter, Priscilla
Biographies of Heroes. Grade 2 Model Lesson for Standard 5. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 42p.; For additional related lessons, see SO 033 549-565.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *Biographies; Curriculum Based Assessment; Grade 2; Literacy; Primary Education; *Social Studies; *State Standards; *Student Research; Teacher Developed Materials; Writing Assignments
IDENTIFIERS- *California; *Heroes; Historical Research

Students focus on people who make a difference. The unit features men and women whose achievements have had a direct or indirect influence in the students' lives. These individuals include heroes from long ago and the recent past along with people who are currently active in the local community. The unit is crafted around biographies. It aims to have students become historians who research information about the achievements, courage, and determination of people who have made a difference in the lives of others. Following their research, students write a brief history or biography of a special hero explaining how he or she has made a difference for the better. Suggested time for lesson implementation is 6 weeks. The lesson plan discusses the significance of the topic; lists focus questions; features literacy links; covers materials needed for the lesson; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the

*Public Schools; Secondary Education; Slavery; Social Studies; Teacher Developed Materials; *United States History
IDENTIFIERS- *Brown v Board of Education; Fourteenth Amendment; National Civics and Government Standards; National History Standards; *Supreme Court; United States Constitution

On May 17, 1954, U.S. Supreme Court Justice Earl Warren delivered the unanimous ruling in the landmark civil rights case "Brown v. Board of Education of Topeka, Kansas." State-sanctioned segregation of public schools was declared a violation of the 14th Amendment and was unconstitutional. This historic decision marked the end of the "separate but equal" precedent set earlier by the Supreme Court and served as a catalyst for the expanding civil rights movement during the decade of the 1960s. This lesson deals with this landmark legal decision, and the opposition to it, using the original court documents and presidential correspondence as primary source material. The lesson relates to the 14th Amendment, primarily the equal protection clause, and the powers of the Supreme Court under Article III of the U.S. Constitution. It correlates to the National History Standards and to the National Standards for Civics and Government. The lesson provides a historical background for the Supreme Court decision and gives an overview of slavery in the United States (with five resources). It suggests diverse teaching activities for classroom implementation, including prior knowledge, document analysis, civil rights timeline creation, poetry connection, editorial writing, book jacket design, and chief justice nomination. Appended are a written document analysis worksheet and the primary source documents. (BT)

ED 462 353   SO 033 604

Lawlor, John M., Jr.
Photographs and Pamphlet about Nuclear Fallout. The Constitution Community: Postwar United States (1945 to Early 1970s).
PUB DATE- 00
NOTE- 23p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Defense; Fallout Shelters; Foreign Countries; *Government Role; *Nuclear Warfare; *Nuclear Weapons; *Primary Sources; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Cold War; Congress; Fallout; Japan; National Civics and Government Standards; National History Standards; United States Constitution; USSR

In August 1945, the United States unleashed an atomic weapon against the Japanese at Hiroshima and Nagasaki and brought an end to World War II. These bombs killed in two ways -- by the blast's magnitude and resulting firestorm, and by nuclear fallout. After the Soviet Union exploded its first atom bomb in 1949, the Cold War waged between the two superpowers. The arms race resulted in nuclear weapons testing.These tests consisted of above ground and below ground explosions of nuclear devices. The above-ground explosions generated nuclear fallout. This lesson relates to the duties and powers of the president and Congress, to provide for national civil defense in the event of war, as set forth in the Preamble, in Article I, Section 8, Paragraph 18, and in Article II, Section 3, Clause 1 of the Constitution. The lesson uses eight primary source documents dealing with nuclear fallout, six photographs, an artist's rendering of a fallout shelter, and a pamphlet entitled "Facts

This short narrative, based on one family's experience with an uncle who died of Acquired Immune Deficiency Syndrome (AIDS), explores issues of death and dying, how AIDS is transmitted, and social attitudes toward persons with AIDS. The story is told from the point of view of Jenny, the 11-year-old niece of Uncle Paul, using first person narrative interspersed with journal entries. Jenny's typical, happy life is changed by sadness over her uncle's dying, and by fear of death and fear of rejection due to the social stigma attached to AIDS. (JB)

ED 462 373 SP 040 438

Archung, Kim Nesta
School: The Story of American Public Education. Curriculum Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 27p.; Produced in cooperation with Roundtable, Inc. Videotapes produced by Stone Lantern Films. Four part video series not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cultural Pluralism; Diversity (Student); Elementary Secondary Education; Equal Education; Higher Education; History Instruction; Minority Groups; Preservice Teacher Education; *Public Education; Racial Bias

This curriculum guide, which is a companion guide for a four-part videotape series on the history of the U.S. system of public education, is intended for use by post-secondary faculty in education who wish to infuse into their courses historical and current perspectives on the evolution of U.S. public schools and the impact of public education on U.S. society. The guide outlines the following for each of the four episodes: common or recurring themes, various scholarly perspectives, key topics, and focus questions. The four episodes are: (1) "The Common School (1770-1890)," which provides an overview of U.S. public schools; (2) "As American as Public School (1900-1950)," which investigates issues of assimilation, pluralism, racism, and ethnic tension within public education; (3) "Equality (1950-1980)," which looks at issues of public education and social movements for equality in public education; and (4) "The Bottom Line (1980-present)," which explores the most recent issues in public education. (Contains 60 references.) (SM)

ED 462 374 SP 040 440

Schoenfeld, Alan H.
Toward a Theory of Teaching-in-Context.
PUB DATE- 98
NOTE- 107p.; Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Decision Making; Educational Theories; Elementary Secondary Education; Modeling (Psychology); Teacher Attitudes; Teacher Behavior; Teaching Methods; *Teaching Models
IDENTIFIERS- Action Plans; Teacher Knowledge

This paper describes a university research program, the Teacher Model Group, which developed a theory of teaching in context,

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Data Collection; *Databases; Educational Assessment; *Educational Environment; Educational Planning; Educational Research; Elementary Secondary Education; Enrollment; Enrollment Trends; Institutional Characteristics; National Surveys; Profiles; *School Districts; School Statistics; *Socioeconomic Status; State Surveys; Tables (Data); *Urban Schools
IDENTIFIERS- *Meriden Public Schools CT; *School District Data Book

The School District Data Book (SDDB) is an information resource from the National Center of Education Statistics that contains social, economic, and administrative data for each of the 15,274 public school districts (local education agencies, or LEAs) in the United States. This paper addresses the information and capabilities of the SDDB that can be used to assist decision and policymakers from one school district in Meriden (Connecticut). The research uses that can be made of the SDDB profile reports and supplemental tables are explored. A study of 1990 census information about Meriden's educational reference grouping process, a process that allows comparison of seven district "reference groups," demonstrates the use of SDDB database capabilities and the analysis of its data through the Statistical Software Package for Social Studies. Meriden's example illustrates ways in which the SDDB can provide vital statistics to meet the needs of educational communities. Appendix A presents the SDDB general characteristics profile (seven tables). Appendix B presents School District tabulations in four tables. (SLD)

ED 462 393 TM 024 732

Cautions on the Use of State Aggregate ACT Scores.
PUB DATE- 95
NOTE- 4p.; In: ACT Assessment 1996 Results, Summary Report. National; see ED 405 347.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Tests; College Bound Students; *College Entrance Examinations; College Preparation; *Core Curriculum; Educational Experience; *High School Seniors; High Schools; National Norms; Scores; *State Norms; Student Characteristics; Test Results; *Test Use
IDENTIFIERS- *ACT Assessment; Composite Scores

The American College Testing (ACT) Assessment consists of four curriculum-based achievement tests designed to assess critical reasoning and higher-order thinking skills in English, mathematics, reading, and science. These tests reflect students' skills and achievement levels as products of their high school experience and serve as measures of their preparation for college. The list of average scores presented with this document should not be interpreted as providing grounds for an explicit or implicit ranking of the various states' educational systems. Students who take the ACT Assessment are self-selected and do not represent the entire student population. Many factors contribute to academic achievement, but a core college-preparatory program can be identified as a significant precondition to success on the ACT Assessment. A table gives the following information for each state: (1) percentage of graduates tested; (2) average composite score; (3) percentage of total core completers tested; (4) average composite score of core completers; (5)

independent variable, and to test the claim directly. In the positive condition, students proposed uncontrolled designs and did not select the correct variable to test. When asked to test a positive claim, students seemed to approach the task as if the goal was to test the generality of the claim (by selecting different plant types as the focal variable). Students of all ability levels were influenced by the cover story; however, the effect was greatest for students of low ability. Implications for assessment are discussed. Two appendixes contain the cover stories and the coding categories for design score for the task. (Contains 4 tables and 10 references.) (Author/SLD)

ED 462 413 TM 033 675

Webb, Noreen M.; Farivar, Sydney H.; Mastergeorge, Ann M.
Productive Helping in Cooperative Groups. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 27p.; Supported also by the Academic Senate on Research, Los Angeles Division, University of California.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Learning; *Group Instruction; Help Seeking; *Helping Relationship; Middle School Students; Middle Schools; *Peer Teaching; Student Responsibility; *Teacher Responsibility

The past 20 years have seen a tremendous increase in the use of peer-directed collaborative group work both in classroom instruction and in assessments to give students an opportunity to learn from each other. Using examples drawn from a program of peer learning in middle school mathematics, this paper identifies a set of helping behaviors that best predict learning in collaborative small groups. The paper describes conditions that must be satisfied for helping behavior to be effective, the responsibilities of students seeking help and students giving help, and the responsibilities of teachers to make helping productive for students. (Contains 71 references.) (Author/SLD)

ED 462 414 TM 033 676

Hill, Clifford
Linguistic and Cultural Diversity: A Growing Challenge to American Higher Education. CSE Technical Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 68p.; Published in 2001 by the College Entrance Examination Board, here reproduced as No. 556 in the CSE Technical Report series. Sponsored by the National Task Force on Minority High Achievement, a 3-year initiative of the College Board.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Applicants; *College Entrance Examinations; College Preparation; *Cultural Differences; *Diversity (Student); *Educational Policy; Educational Research; *Higher Education; Minority Groups; Research Needs
IDENTIFIERS- *Scholastic Assessment Tests

This document originated in the Roundtable on Linguistic/Cultural

Sherman, Lawrence W.; Taylor, Amy N.
Experimentally Manipulated Bias in School Psychologists' Scoring of WISC-III Protocols.
PUB DATE- 01
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; *Children; Down Syndrome; Elementary Secondary Education; Experiments; Intelligence Tests; Reliability; *School Psychologists; *Scoring
IDENTIFIERS- *Wechsler Intelligence Scale for Children III

Experimenter bias effects were experimentally manipulated in a sample of 97 school psychologists scoring 3 subscales (Similarity, Vocabulary, and Comprehension) of the Wechsler Intelligence Scale for Children-Third Edition (WISC-III). First year (n=29), interns (n=42), and experienced (n=26) psychologists were randomly assigned to either a bias or control group and requested to score the same 3 subscale protocols. The study focused on the effects of an experimentally induced bias effect, Down Syndrome, of the subject given the WISC-III. No statistically significant interactions between experimental groups (biased and control) and level of experience were obtained. All main effects were non-significant. There results are interpreted as an affirmation of the objectivity of scoring for these relatively subjective subscales, as well as the quality of training of these students, interns, and experienced practitioners. (Contains 4 tables and 20 references.) (Author/SLD)

ED 462 433 TM 033 697

Boss, Toby; Endorf, Daniel P.; Buckendahl, Chad W.
Informing State Assessment from the Local Level: A District's Reflections.
PUB DATE- 01
NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; Elementary Secondary Education; *School Districts; *State Programs; State Standards; *Student Evaluation; *Test Construction; *Testing Programs

Although most states use a single strategy for statewide assessment, one Midwestern state has chosen a model in which local school districts are responsible for developing strategies to measure and report students' progress on state-adopted content strategies. This paper describes the state assessment system and focuses on the perspectives of teachers from one school district participating in the assessment program. The school district created a team in 2000 to develop the criterion-referenced assessments (CRA) for the state content standards in reading, writing, speaking, and listening. The 26 teachers who participated represented grades K-12 and averaged 18 years experience. Each responded to a structured interview about CRA development and implementation. Four themes emerged from the data: (1) evaluation process concerns; (2)

Based Services

This synopsis presents the key findings from a multi-year evaluation of the Cities in Schools (CIS) program, a school-based intervention for at-risk youth. Cities in Schools, Inc. is a nonprofit corporation that provides training and technical assistance to promote replication of the CIS dropout prevention process in communities and schools. The CIS model integrates existing community services and resources and relocates them to the school site to achieve dropout reduction and to relieve associated problems. The model aims to bring together the often fragmented agencies that provide youth services to promote more effective services and interventions. An evaluation of the CIS program was conducted by sponsoring federal agencies, headed by the Office of Juvenile Justice Programs. Data from site visits, interviews with program administrators, and reviews of program documents were collected. Evaluators recommended that the CIS national organization emphasize training and technical assistance to bolster areas where weaknesses were identified and that better data be kept for accountability purposes. Other recommendations concerned the role of partnership agencies. (SLD)

ED 462 453   UD 031 515

Knights, Ronald M.; Monroe, Ben; Faurer, Judson; Williams, Linda J.

Presentation Summary of the African American Leadership Institute at the 9th Annual National Conference on Race and Ethnicity in Higher Education.

PUB DATE- 96

NOTE- 7p.; Prepared by the African American Leadership Institute. AALI Brochure not available from ERIC.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Black Leadership; *Blacks; Community Development; *Community Leaders; Corporate Support; Course Content; *Cultural Awareness; Higher Education; *Leadership Training; Program Implementation; *School Business Relationship

IDENTIFIERS- African Americans

The unique approach of the African American Leadership Institute (AALI) to increasing the well-being of the African American community is described. The AALI was founded in 1990 by Metropolitan State College of Denver (Colorado) and the Urban League of Denver in the belief that all members of society should have an equal opportunity to pursue their goals and aspirations. To date, the AALI has graduated 85 people from its program, which consists of once-a-month seminars from October through June. With the participation and interaction of Institute facilitators, presenters, and the developing leaders themselves, topics that reflect current community issues are discussed. An outdoor adventure activity is the culmination of the program format. Each class must then work on a project that benefits the African American community. Participants are people with a vested interest in the African American community, aged at least 25, with personal attributes that enhance the overall diversity of the class and program. Corporations and organizations are encouraged to pay the tuition for employees and associates they sponsor. Three hours of college credit is available to eligible participants at a cost above the $850 program fee. (AALI brochure included.) (SLD)

ED 462 454   UD 031 573

extracurricular activities. Over 3 years, the Arizona policy has largely subsidized education for middle- and upper-income families, while lower-income families have not benefited. Opponents argue that this law diverts significant resources away from programs that could otherwise support and strengthen public education for poor and disadvantaged students. There are few regulations governing the operation of school tuition organizations (STOs). State officials demand little accountability from STOs and do not require them to provide scholarships based on financial need or previous inability to attend private school. Evidence shows that a large majority of STOs provide tuition payments primarily to religious schools, often specific schools that reflect the religious views of the affiliates of the STOs. Arizona taxpayer dollars going to public schools or private STOs under the tax credit law are not donations, as supporters call them. While a state can earmark funds based on the needs of public schools and students, Arizona's tuition tax credit interferes with this ability, effectively reallocating funds in a patently inequitable manner that hinders school improvement and reinforces economic divisions. (SM)

ED 462 472 UD 034 748

Lasdon, Erica; Keys, Carol; Neas, Ralph G.
Community Voice or Captive of the Right? A Closer Look at the Black Alliance for Educational Options.
PUB DATE- 01
NOTE- 15p.; Produced by the People for the American Way Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Students; *Educational Vouchers; Elementary Secondary Education; School Choice
IDENTIFIERS- African Americans; Black Alliance for Educational Options

This report examines the activities, funding, and affiliations of the Black Alliance for Educational Options (BAEO), highlighting its promotion of school vouchers, affiliations of its leaders and board of directors, and history of its funders. The BAEO bills itself as a grassroots coalition of African American leaders, though it is bankrolled by several small foundations known better for supporting school privatization schemes and affirmative action rollbacks than empowering African Americans (the John Walton and the Walton Family Foundation, Lynde and Harry Bradley Foundation, American Education Reform Council, and Milton and Rose D. Friedman Foundation). The BAEO board includes primarily African American voucher supporters, many of whom are high-profile advocates, such as Former Rep. Floyd Flake and right-wing radio host Armstrong Williams. The BAEO's recent powerful advertising campaign, which uses the language of the civil rights movement, appears to be part of the Right's campaign to re-cast the image of the voucher movement and build broader support for policies to undermine public education. Two appendices present contributors to the BAEO and recent facts about school vouchers. (SM)

ED 462 473 UD 034 749

Pathak, Arohi; Holmes, Dwight; Mincberg, Elliot; Neas, Ralph G.
Five Years and Counting: A Closer Look at the Cleveland Voucher Program.

ED 462 491 UD 034 769

Walker, Elaine M.
Decentralization and Participatory Decision-Making: Implementing School-Based Management in the Abbott Districts.
PUB DATE- 00
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; *Decentralization; Elementary Secondary Education; *Participative Decision Making; Public Schools; *School Based Management; Teamwork
IDENTIFIERS- *New Jersey

This study examined issues faced during implementation of school-based management (SBM) in New Jersey's special needs or Abbott districts, using a literature review, surveys of K-12 schools, and focus groups with central office administrators. The study examined forms of SBM, team operations, local autonomy versus state power, skills required to ensure legitimate participation, and administrators' understanding of the decentralization process. New Jersey created a model that most closely approximated a balanced control form of SBM. Teams believed that their membership was committed and that individual interests did not supersede team goals. Conflict among members did not hinder their ability to operate effectively. About one-third were unclear about their roles and responsibilities. The School Review and Improvement (SRI) team played an extensive regulatory role in decentralization. Teams reported high levels of dissatisfaction with SRI support. Very few teams included members who had prior involvement in the areas for which they were responsible. Districts were not adverse to the devolving of authority to local sites and endorsed the process, though they cited several problem areas. Eight policy considerations are listed (e.g., the need to establish a formal collaborative agreement between the State Department of Education and all major players). (Contains 30 references.) (SM)

ED 462 492 UD 034 770

Walker, Elaine M.; Gutmore, Dan
The Quest for Equity and Excellence in Education: A Study of Whole School Reform in New Jersey Special Needs Districts.
PUB DATE- 00
NOTE- 105p.; With assistance from Mary Kildow. Cover page varies.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; Citizen Participation; Community Involvement; *Educational Change; *Educational Improvement; Elementary Secondary Education; Financial Support; Program Effectiveness; Program Implementation; Public Schools; School Districts; State Departments of Education
IDENTIFIERS- Capacity Building; *New Jersey; Reform Efforts; *Remedial Intervention

This study investigated factors impinging upon the successful implementation of reform in New Jersey's special needs or Abbott districts. Surveys of 28 Abbott districts examined the extent to which districts embraced remedial measures in the Supreme Court's rulings; perceived compatibility between remedial measures embodied in the reform and prior reform initiatives; level of civic support for the reform; current

Nadia Katul Sampson); (10) "From Isolation to Collaboration: Learning from Effective Partnerships between General and Special Educators" (Jennifer York-Barr and Robi Kronberg); (11) "Serving Formerly Excluded or Rejected Students with Disabilities in Regular Education Classrooms in Home Elementary Schools: Three Options" (Lou Brown, Paula Kluth, Joanne Suomi, and Jack Jorgensen); and (12) "Including all Students in Statewide Educational Assessments" (Harold L. Kleinert, Jacqueline Farmer Kearns, and Sarah Kennedy). Part 4, "Preparing for the Next Generation: New Systems for School Finance and Teacher Preparation," includes: (13) "Fiscal Policies in Support of Inclusive Education" (Thomas B. Parrish) and (14) "Developing and Nurturing a Collaborative Culture for Change: Implications for Higher Education" (James Paul, Betty Epanchin, Hilda Rosselli, Al Duchnowski, and Ann Cranston-Gingras). (Papers contain references.) (SM)

ED 462 510 UD 034 818

Kim, Angela; Yeh, Christine J.
Stereotypes of Asian American Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest number 172.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Asian American Students; Elementary Secondary Education; *Ethnic Stereotypes
IDENTIFIERS- ERIC Digests; Psychosocial Factors

This digest discusses various negative and positive Asian American stereotypes and explores how school practices and individual educators, consciously or unconsciously, may reinforce them. This has important negative social, political, and economic ramifications for Asian Americans. While Asian Americans are often characterized as the "model minority," many have serious psychological and emotional concerns that are not being addressed. High- and low-achieving Asian American students experience anxiety to uphold expectations of the model minority stereotype. Stereotyping has led to neglect in the development of student services and support for many undereducated, low-income Asian American students. The model minority stereotypes attribute educational and economic success to all Asian Americans, ignoring between- and within-group differences of assimilation, social, political, economic, and educational backgrounds. The model minority stereotype that Asian American students are "whiz kids" and immune from behavioral or psychological distresses prevents them from acknowledging academic and emotional problems and seeking help. It is essential to recognize that these students experience school, social, and familial stresses in order to uphold their "model minority" image. Asian American students report having more depressive symptoms and social problems than their White peers and experiencing racial and ethnic discrimination by their peers. (Contains 20 references.) (SM)

ED 462 511 UD 034 819

Yeh, Christine J.; Drost, Christopher
Bridging Identities among Ethnic Minority Youth in Schools. ERIC

fun and engaging, and improvements were measured with periodic tests. Evaluation results indicate that overall, the YET program helped children, but the process of implementing YET was complex and difficult, challenging sites in myriad ways that highlighted the diversity and independence of faith-based institutions. Children who attended YET Centers for 6 months or more gained 1.9 years in reading ability. Those who came fewer than 100 sessions registered an average gain of 1.1 grades. The average elementary student was a third grader entering the program reading at a first grade level and after 4 months reached a second grade level. The average high school youth gained a full grade reading level after 3 months. A list of the October 2001 YET Center locations is appended. (Contains 12 references.) (SM)

ED 462 530 UD 034 846

Macciomei, Nancy R., Ed.; Ruben, Douglas H., Ed.
Behavioral Management in the Public Schools: An Urban Approach.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; *Behavior Problems; Computer Uses in Education; Cultural Differences; *Discipline; Diversity (Student); Evaluation Methods; *High Risk Students; Peer Mediation; *Public Schools; Secondary Education; Self Esteem; *Student Behavior; Student Evaluation; Teaching Methods; *Urban Schools
IDENTIFIERS- Alternative Assessment; Alternative Grading; Place Based Education; Positive Behavioral Support

This collection of papers examines proven strategies for assessing and managing high-risk behaviors while promoting healthy adolescent self-esteem among urban secondary school students. Part 1, "Problems in Urban Schoolchild Discipline," includes: (1) "Behavior Problems in Urban Schoolchildren" (Nancy R. Macciomei) and (2) "Why Traditional Behavior Modification Fails with Urban Children" (Douglas H. Ruben). Part 2, "Current Advances in Urban Behavioral Management," includes: (3) "Alternative Systems for Assessment and Grading Students" (Nancy R. Macciomei); (4) "Computer Technology for High-Risk Students" (Nancy R. Macciomei and Gregg Byrum); (5) "Cultural Diversity in the Classroom" (Nancy R. Macciomei); (6) "Effective Approaches for Schoolwide and Classroom Behavior Management" (Nancy R. Macciomei); (7) "Peer Mediation and Positive Discipline with Hard-to-Reach Students" (Jim Ciociola); (8) "Community-Based Instruction and Experiences in Building Self-Esteem" (Suzanne S. Piazzola); and (9) "Teaching Students with Serious Emotional and Behavioral Problems: A Teacher's Perspective" (Barry G. Macciomei). (Contains approximately 250 references.) (SM)

ED 462 531 UD 034 847

George, Erika
Scared at School: Sexual Violence against Girls in South African Schools.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 01
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project

values perceived "fit" as a prerequisite to employment, and applicant background was a key element in determining that fit. Therefore, local candidates seemed to be among the few applicants who could meet the stringent "similar background" test. The perception that values matched, more than the actual matching of values, influenced the employment decision. (Contains 38 references.) (TD)

ED 462 223 RC 023 360

Gurwitt, Rob; Kimel, Kris
Developing Entrepreneurial Economies in Rural Regions: Lessons from Kentucky and Appalachia. Open Field Occasional Report.
SPONS. AGENCY- Ford Foundation, New York, NY.; Kentucky Univ., Lexington. TVA Rural Studies Program.
PUB DATE- 98
NOTE- 34p.; Summary report of a Kentucky Science and Technology Council, Inc., Aspen Institute Rural Economic Policy Program, and TVA Rural Studies workshop (Harrodsburg, KY, June 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Education; *Economic Development; Education Work Relationship; *Educational Needs; *Entrepreneurship; *Human Capital; Lifelong Learning; Public Policy; *Rural Areas; Rural Development; Small Businesses; Vocational Education
IDENTIFIERS- Appalachia; Education Economy Relationship; *Kentucky

A 1996 workshop held in Harrodsburg, Kentucky, explored the challenge of creating an entrepreneurial economy in predominantly rural states such as Kentucky with little or no history of widespread entrepreneurial activity. Traditional approaches to economic development in such states, such as spending on relocation incentives for out-of-state firms, have their place, but only as they help create the conditions for dynamic, indigenous economic activity. An entrepreneurial economy creates a culture in which people are encouraged to seek opportunity and embrace creative approaches to exploiting it. Building an entrepreneurial economy requires supply-side efforts that provide the tools and resources that entrepreneurs need, demand-side conditions such as an educational system that prepares entrepreneurs, and a culture that values entrepreneurship. A diverse capital infrastructure is needed that encourages large and small entrepreneurship ventures. Government financing programs must be accessible, and the local private business support system needs to provide a variety of high-level financial services. Educational systems should focus on overall quality as well as entrepreneurial skills such as managing change and risk, thinking creatively, and finding the opportunities inherent in problems. Nurturing an entrepreneurial culture involves fostering respect, microenterprise, savings, and the exchange of information about entrepreneurship. Suggestions are presented for developing the supply and the demand sides and for building support for entrepreneurship within the government, community, and the public at large. The successful creation of an entrepreneurial economy requires the involvement of a wide variety of stakeholders. A list of the workshop attendees is appended. (TD)

ED 462 224 RC 023 369

Greenwood, Margo; Shawana, Perry
Whispered Gently through Time. First Nations Quality Child Care: A National Study.

few fluent speakers before expanding the program, balancing tradition and innovation, addressing language variation issues, working through politics, and persevering. The following are not necessary: money, tribal support, or a large number of speakers. ILI plans to create "facts" and "how-to" brochures are described. (Contains 34 references.) (SV)

ED 462 240 RC 023 394

Maracle, David Kanatawakhon; Richards, Merle
A Native Language Immersion Program for Adults: Reflections on Year 1.
PUB DATE- 02
NOTE- 11p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; American Indian Education; American Indian Languages; *Conversational Language Courses; Foreign Countries; *Immersion Programs; Interference (Language); Interviews; Language Fluency; Language Maintenance; Learning Strategies; Mnemonics; Nonschool Educational Programs; *Second Language Instruction; *Second Language Learning
IDENTIFIERS- *Mohawk; Ontario

An adult immersion program in the Mohawk language took place in an Iroquois community in southern Ontario. The class was limited to 12 students who had taken a readiness course that introduced them to basic grammar and vocabulary. The class met daily in the relaxed setting of a house. The preparation and sharing of meals, the presence of fluent speakers, occasional group outings, and the use of materials such as pictures and word cards created a conversational context. The students retained less from the readiness course than anticipated, resulting in more time spent explaining simple grammar points than was expected. Students also kept asking for translations and explanations in English. This was counterproductive because they were not learning to listen, and instructors were forced to think and speak in English more than in Mohawk. Students who did best were those who had rich English usage and considerable academic background. However, knowledge of English interfered with learning Mohawk because of different underlying assumptions about relationships and time and space that made interpreting out of context difficult. Also, English relies on particles, whereas Mohawk relies on a large vocabulary. Speaking a language does not qualify one to teach it. Teachers who have learned the language as a second language themselves often recognize difficulties in learning the language that fluent speakers are unaware of. Planned course improvements are discussed. (TD)

ED 462 241 RC 023 395

Gomez de Garcia, Jule; Olson, Maureen; Axelrod, Melissa
The Importance of Women's Literacy in Language Stabilization Projects.
PUB DATE- 02
NOTE- 14p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Graphics; *Educational Technology; Higher Education; *Multimedia Instruction; *Teaching Methods

This paper focuses on multimedia computer-based training programs on chip design. Their development must be fast and economical, in order to be affordable by technical university institutions. The self-produced teaching program Illusion, which demonstrates a monitor controller as an example of a small but complete chip design, was implemented to examine the optimization of development. A reference model is presented as a base for future implementations. It reduces implementation time to an acceptable amount. Also, the authors plan the VeriBox, a learning environment for the hardware description language VERILOG. (DDR)

ED 462 262 SE 065 269

Epstein, Jonathan A.; Kans, Jonathan A.; Schuler, Gregory D.
WWW Entrez: A Hypertext Retrieval Tool for Molecular Biology.
PUB DATE- 94
NOTE- 10p.; Contains small print. Paper part of the World Wide Web Conference: Mosaic and the Web (2nd, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Sciences; *Database Management Systems; Databases; Higher Education; *Information Management; Internet; Research Tools; World Wide Web

This article describes the World Wide Web (WWW) Entrez server which is based upon the National Center for Biotechnology Information's (NCBI) Entrez retrieval database and software. Entrez is a molecular sequence retrieval system that contains an integrated view of portions of Medline and all publicly available nucleotide and protein databases, including GenBank. A CD-ROM is available but the WWW server enables those who access the databases to have enhanced capabilities. Sections relating to the history of Entrez and WWW Entrez, a comparison of three types of Entrez, and a discussion of conclusions and future directions are included. (DDR)

ED 462 263 SE 065 279

Brent, Rebecca; Felder, Richard; Regan, Thomas; Walser, Ardie; Carlson-Dakes, Chris; Evans, Donald; Malave, Cesar; Sanders, Katherine; McGourty, Jack
Engineering Faculty Development: A Multicoalition Perspective.
PUB DATE- 00
NOTE- 13p.; Paper presented at the Annual Meeting of the American Society for Engineering Education (St. Louis, MO, June 18-21, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Educational Change; *Engineering Education; *Faculty Development; Higher Education; Learning Strategies; Professional Training

This paper addresses the issue of faculty participation in development programs. Participation in faculty development programs has not been part of the culture in engineering education and with the focus on reform, ways are being sought

Future?"; (3) "The Case of Nathaniel Wu"; and (4) "Public Policy: Genetics and Alcoholism". Four chapters of instructional information on DNA and appropriate activities related to the chapters are also presented. Chapters include: (1) "The Hereditary Molecule"; (2) "Passing Traits from One Generation to the Next"; (3) "How Genes and the Environment Influence Our Health"; and (4) "Controlling Our Genetic Futures." Appendices include Timeline, Helpful Hints, and Some Frequently Used Suppliers. (Contains 39 references.) (YDS)

ED 462 290 SE 065 591

Dyer, James E.; Breja, Lisa M.; Wittler, Penny S. Haase
Predictors of Student Retention in Colleges of Agriculture.
PUB DATE- 02
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Colleges; *Agriculture; Experience; Experiential Learning; Extracurricular Activities; Higher Education; Prior Learning; *School Holding Power; Science Curriculum; Undergraduate Study

The primary purpose of this study was to identify those factors that most accurately predict a student's intention to complete a degree in a college of agriculture. Specific research objectives were to identify similarities and differences of college of agriculture freshmen from predominately urban backgrounds, as compared to those in an institution with students predominately from rural backgrounds; determine the relationship between a student's intention to change colleges and majors and selected demographic variables; and determine if a combination of perceived effect components could explain the variance in students' retention plans. Freshmen in the two Midwestern institutions who comprised the study differed in background and levels of agricultural experience. Students who had experience in agriculture, completed high school agriculture courses, were members of the Future Farmers of America and/or 4-H, and lived in a rural setting were more likely to complete a degree in a college of agriculture than were freshmen who have not had those experiences. By contrast, students with higher class ranks were more likely to drop out of colleges of agriculture than were students with agricultural experience or students who had completed high school agriculture coursework. The best predictors of student retention in the colleges involved in this study were the students' prior experience in agriculture and their enrollment in high school agriculture programs. (Contains 16 references.) (Author/MM)

ED 462 291 SE 065 603

Mind Over Matter: The Brain's Response to Drugs. Teacher's Guide.
PUB DATE- 98
NOTE- 56p.; Produced for the Office of Science Policy and Communications.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; *Drug Abuse; *Health Education; Intermediate Grades; Junior High Schools; *Neurology; *Science Activities; Science Instruction; Teaching Guides

This teacher's guide aims to develop an understanding among discussion questions, suggested readings, a list of key players from the era, vocabulary, a list of components and key events tied to "The New York Times" articles of the time period. (EH)

ED 462 315 SO 025 699

Patrick, John J.
The Supreme Court and the New Deal, 1935-1936: Educator's Guide. Live from the Past Series.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Studies; *Constitutional History; *Federal Legislation; *Federalism; Government (Administrative Body); Legislation; Modern History; Policy Formation; Political Issues; Politics; Presidents of the United States; Public Policy; Secondary Education; Social Studies; *United States History
IDENTIFIERS- *New Deal; *Supreme Court

This guide is designed to provide background material and teaching strategies for the study of the Supreme Court and the New Deal Era. There are suggested activities, discussion questions, a list of suggested readings, vocabulary, a list of key players of the era, and a list of components and key events tied to The New York Times from that time period. (EH)

ED 462 316 SO 025 704

Sesso, Gloria
The Trial of Adolf Eichmann, 1961: Educator's Guide. Live from the Past Series.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Anti Semitism; *International Crimes; *Jews; Modern History; *Nazism; Secondary Education; Social Studies; Western Civilization; *World History; World War II
IDENTIFIERS- *Holocaust

This guide provides information on the life and trial of Nazi Gestapo chief Adolf Eichmann. The guide includes suggested activities, discussion questions, suggested readings, a list of key players of the era, a vocabulary list, and a list of components and key events tied to "The New York Times" of the era. (EH)

ED 462 317 SO 025 737

Rodriguez, Kenneth
We the People... The Citizen and the Constitution. Teacher's Guide and Student's Guide .
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 481p.; For a summary of the research on the "We the People" program, see ED 375 047. For equivalent middle school and elementary school curriculum, see ED 339 642 and ED 339 640.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. (Contains an extensive list of resources for the sample topic. Appended are sample worksheets and a mini-unit on inventions that have changed lives.) (BT)

ED 462 335   SO 033 557

Delameter, Cynthia
Exploring the Local Landscape. Grade 3 Model Lesson for Unit 1, Standard 1. California History-Social Science Course Models.
PUB DATE- 99
NOTE- 54p.; Written with Melanie Renfrew, Irma Gonzalez, Priscilla Porter and Kimberly Reems. For additional related lessons, see SO 033 549-565.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; Grade 3; Land Use; Maps; *Physical Environment; *Physical Geography; Primary Education; *Regional Characteristics; *Social Studies; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California; *California (Los Angeles); Landforms

The physical geography of the Los Angeles, California, area is composed of six natural regions: mountains, valleys, bays, rivers, a basin, and a peninsula. When the Spanish first explored the region they saw a fairly level plain, extending some miles back from the seacoast, with high mountains in the background. Most of the land near the ocean was semi-arid, except in the first months of the year following seasonal rains. The fertile areas were located along the banks of two main streams, now known as the Los Angeles and San Gabriel rivers. These shallow channels, almost completely dry during most of the year, sometimes became raging torrents during the rainy season. Students conduct a soil analysis to determine the different types of soil that are the foundation of all landforms. Through a shared reading of "The Armadillo from Amarillo," students identify various geographical features, and create a class museum of geographical features. They examine maps to determine how the physical environment of the local region has been modified. The students create a 3-dimensional terrain map that reflects the geographical and human features of the local region. Suggested implementation time is 3 weeks. The lesson plan furnishes teacher background; lists focus questions; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and extended/correlated activities. Lists extensive resources for the sample topic. Appended are sample worksheets. (BT)

ED 462 336   SO 033 558

Mastin, Susan
American Indians of the Local Region. Grade 3 Model Lesson for Unit 2, Standard 2. California History-Social Science Course Models.
PUB DATE- 99
NOTE- 45p.; Written with Mark Acuna and Priscilla Porter. For additional related lessons, see SO 033 549-565.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

about Fallout." It correlates to the National History Standards and to the National Standards for Civics and Government. The lesson provides the historical background about the atom bomb (with three resources); and suggests diverse teaching activities for classroom implementation, including pamphlet analysis, compare and contrast, photograph analysis, and student research projects. Appended are a photograph analysis worksheet and the primary source documents. (BT)

ED 462 354 SO 033 605

Traill, David
Memorandum of a Conference with President Eisenhower after Sputnik. The Constitution Community: Postwar United States (1945 to Early 1970s).
PUB DATE- 00
NOTE- 9p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Government Role; *International Relations; *Primary Sources; Secondary Education; Social Studies; Teacher Developed Materials; *United States History
IDENTIFIERS- Cold War; *Eisenhower (Dwight D); National Civics and Government Standards; National History Standards; Sputnik; USSR

After World War II ended in 1945, the United States and the Soviet Union (USSR) emerged as the two dominant countries in the post-war world. An arms race began, and this constant pursuit for respect and supremacy was called the Cold War. On October 4, 1957, the USSR launched the world's first intercontinental ballistic missile, with the first artificial earth satellite, Sputnik, aboard. Politicians and citizens reacted in shock, demanding increases in military and science education spending. This lesson relates to providing for the common defense as stated in the Preamble and to Article II, Section 2, Paragraph 1, of the U.S. Constitution, in which the president is charged to serve as commander-in-chief of the nation's military forces. The primary source document is a conference memorandum from the meeting of President Eisenhower and his advisors just after the launching of Sputnik. It correlates to the National History Standards and to the National Standards for Civics and Government. The lesson provides historical background about the Cold War and Sputnik (with two resources); and suggests diverse teaching activities for classroom implementation, including document analysis, a writing activity, oral history, creating a timeline, a research assignment and essay, and class discussion. Appended is the document. (BT)

ED 462 355 SO 033 606

Kelly, Kerry C.
The Many Faces of Paul Robeson. The Constitution Community: Postwar United States (1945 to Early 1970s).
PUB DATE- 00
NOTE- 19p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; *Black Leadership; Case Studies; *Citizenship; *Civil Liberties; Civil Rights; *Primary Sources;

examining how and why teachers make specific decisions and take specific actions as they teach. The teacher model includes descriptions of teacher beliefs, goals, and knowledge. Two core assumptions underlying the model are that the activation levels of beliefs, goals, and knowledge at any moment will be assigned so that the highest priority beliefs, goals, and knowledge are consistent and mutually supportive and teacher actions are selected in a way consistent with the teacher's current highly activated beliefs, goals, and knowledge. The paper describes models and the modeling process, characterizes the general structure of the theory of teaching in context, and examines the means by which specific models of individual teachers engaged in the act of teaching are constructed. It describes representational forms that the Teacher Model Group uses for descriptions of teaching and presents four case studies involving a relatively new educator who taught traditionally, an experienced teacher who taught non-traditionally, and two very experienced teachers who modeled one lesson with ease and had trouble modeling another. The paper discusses prospects, strengths, and limitations of the model. (Contains 68 references.) (SM)

ED 462 375 SP 040 453

Demand and Supply of Primary and Secondary School Teachers in Australia.
SPONS. AGENCY- Ministerial Council on Education, Employment, Training and Youth Affairs, Carlton South (Australia).
PUB DATE- 01
NOTE- 147p.; Produced by the Conference of Education Systems Chief Executive Officers (CESCEO) National Teacher Supply and Demand Working Party.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Enrollment Trends; Foreign Countries; Labor Market; *Teacher Recruitment; Teacher Retirement; *Teacher Supply and Demand; Teaching (Occupation)
IDENTIFIERS- *Australia

This report examines the 2000 teacher labor market in each Australian state and territory, projects demand and supply for teachers to 2003 (and up to 2010), and considers issues likely to impact the balance between demand and supply. Information comes from state and territory education authorities and other sources. During the 1990s, Australia's teaching workforce increased by about 11 percent. Recruitment difficulties were experienced during 2000 in several disciplines (particularly mathematics and science) and in rural and remote regions. State and territory governments use various initiatives to address recruitment difficulties. Initiatives are intended to attract more well-qualified young people into teaching through financial and other incentives. Graduates are the largest single source of new recruits to public schools. Recruitment needs in government and non-government schools will be approximately 12,000-13,000 from 2000-2003 (mainly replacement demand). Three key issues that will likely have a significant impact on the teacher labor market between 2005 and 2010 are student enrollment trends, aging of the teacher workforce, and the outlook for science and mathematics teachers. Areas for improvement include more comprehensive information on teachers in the teaching pool and more reliable data on inflows and outflows from teaching. (Contains 23 bibliographic references.) (SM) percentage of total non-core completers tested; (6) average composite score of non-core completers; (7) percentage tested for whom there was no course data; and (8) average composite score of those for whom there was no course data. (SLD)

ED 462 394 TM 024 911

Bishop, John
The Economics of Employment Testing. Working Paper.
SPONS. AGENCY- National Center for Research in Vocational Education, Berkeley, CA.; National Commission on Testing and Public Policy.
PUB DATE- 89
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; Estimation (Mathematics); Females; *Labor Force; Minority Groups; *Occupational Tests; *Personnel Selection; Productivity; Standardized Tests; *Test Use
IDENTIFIERS- General Aptitude Test Battery; Output Measurements

Greater use of employment tests for selecting workers will mean that rewards for developing competencies measured by the tests will rise, increasing the supply of workers with the skills. Greater use of tests to select workers will also change the sorting of workers across jobs. The impact on total output will depend on the extent to which the developed abilities measures by employment tests have larger impacts on worker productivity in some occupations than in others. This question was examined by analyzing General Aptitude Test Battery revalidation data for 31,399 workers in 159 occupations and by reviewing the literature on how the standard deviation of worker productivity varies across occupations. The analysis found that differentials do exist and that reassigning workers who do well on a test to occupations where the payoff to talent is particularly high will increase aggregate output. The magnitude of the output effect was esimated, taking into account effects on women and minorities. Ways in which employment tests can simultaneously strengthen incentives to learn, improve sorting, and minimize adverse impacts on minority groups are discussed. Appendix A is a worker evaluation chart. Appendix B contains four tables of output variability, and Appendix C is a table of weights for revalidation data. (Contains 3 figures, 6 tables, 91 references for the text, 5 appendix references, and 57 sources for the appendix tables.) (SLD)

ED 462 395 TM 024 973

Hilton, Thomas L.; Hsia, Jayjia; Cheng, Man Tsun; Miller, Jon D.
Persistence in Science of High-Ability Minority Students, Phase IV: Second Follow-Up. Research Report.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 95
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability; Academic Aspiration; *Academic Persistence; Academically Gifted; College Students; *Course Selection (Students); *Engineering; Ethnicity; Followup Studies; High School Students; High Schools; Higher Education; Longitudinal Studies; Majors (Students); *Mathematics Education; *Minority Groups; Occupational Aspiration; Prediction; *Science

Diversity and American Higher Education organized by the National Task Force on minority High Achievement held in San Juan, Puerto Rico, December 6-8, 1998. It represents one participant's view of important themes that emerged during the Roundtable. Three trends combine to present a growing challenge to U.S. higher education: (1) rapid growth in culturally diverse populations; (2) a substantial increase in the number of culturally diverse students seeking admission to higher education; and (3) a wide gap between these culturally diverse students and European American students in their performance on admission tests such as the Scholastic Assessment Test (SAT R). To respond appropriately to this challenge, the College Board will need to consider a broad range of policy options, some of which are described in this report. The first section focuses on preparatory programs for higher education. This section reviews two preparatory programs that the College Board has established, the Pacesetter R and the Advanced Placement Program (AP R) and recommends new directions for them to pursue to improve recruitment and instruction of culturally diverse students. The second section focuses on developing appropriate testing and assessment for culturally diverse students. It presents recommendations for improving the SAT and developing new approaches, which would not include versions of the SAT in other languages. It would be appropriate, however, to develop a modified English version of the SAT. The third section outlines a research agenda that supplements the development of testing and assessment by improving databases of the College Board, conducting research on SAT performance for culturally diverse students, and focusing on research on culturally diverse students who perform at the highest levels on the SAT. This research should identify factors in the home and community, as well as in the school, that contribute to students' success. (Contains 3 figures, 9 tables, and 151 references.) (SLD)

ED 462 415 TM 033 677

Nelson, Christopher; Hollenbeck, Kevin
"Does Charter School Attendance Improve Test Scores?" Comments and Reactions on the Arizona Achievement Study. Upjohn Institute Staff Working Paper.
PUB DATE- 01
NOTE- 18p.; Reviews Solmon, L., Paark, K., and Garcia, D. "Does Charter School Attendance Improve Test Scores? The Arizona Results." Phoenix, AZ: Goldwater Institute, 2001.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- ction outlines a research agenda that supplements the development of testing and assessment by improv
DESCRIPTORS- *Academic Achievement; Achievement Gains; *Charter Schools; Elementary Secondary Education; Nontraditional Education; *Research Design; Research Problems; *Statistical Analysis; Validity
IDENTIFIERS- *Arizona

In a recent report, Lewis Solmon, Kern Paark, and David Garcia (2001) seek to identify the impact of attending charter schools on student achievement using data from Arizona. Based on a sophisticated statistical analysis, these authors report that charter school attendance increases test score gains of students. This note raises some questions about the interpretation of the results reported and some questions about the empirical approach and underlying data. First, the report relies on a 2-x-2 evaluation design with type of school (charter or traditional) attended in a base year as the rows resources; (3) instructional time challenges; and (4) professional growth. The most apparent concern of the teachers was their suspicion about how the political process would impact the accountability movement. Teachers were also emphatic about their disdain for comparing districts to each other. Many teachers were apprehensive about the future of the accountability movement, and many were concerned about eventual economic impacts of the accountability process. Teachers thought that the opportunities for training in technology had not been adequate and that they had not been trained adequately in how to write assessments. The largest source of frustration was the lack of time to develop, administer, and evaluate their assessments internally. Teachers worried about the loss of instructional time because of the additional testing, and they wondered about opportunities for professional development related to the assessments. (SLD)

ED 462 434 TM 033 698

Buckendahl, Chad W.; Impara, James C.; Plake, Barbara S.
A Strategy for Evaluating District Developed Assessments for State Accountability.
PUB DATE- 01
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 24-27, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Achievement Tests; Criterion Referenced Tests; Elementary Secondary Education; *Evaluation Methods; School Districts; State Programs; State Standards; Student Evaluation; *Test Construction; *Testing Programs

One Midwestern state has chosen a model of state assessment in which local school districts are responsible for developing the strategies to measure and report their students' performance on state-adopted content standards. When students are not measured on common instruments, district accountability becomes an added challenge. This paper presents a strategy for evaluating locally developed assessments as part of the state assessment system that can be used to inform the need for state accountability. An application of the strategy is described in which a 16-member District Assessment Evaluation Team was recruited to evaluate district assessment portfolios for the state. An analysis of inter-rater agreement on the common districts evaluated by all 19 raters (16 team members and 3 anchor raters) was performed. A goal of 80% agreement or higher was established, but there was some variance in the levels of agreement for each criterion and the overall ratings. Results indicate there was reasonable consistency among raters. Benefits of the proposed strategy include an emphasis on formative rather than summative feedback and on improving assessment strategies at the local level. Locally developed assessments that are aligned to the state's content standards and integrated into the district's curriculum are likely to produce data that is meaningful to the state, yet can inform instruction in the classroom. appended are tables of data used in the study. (Author/SLD)

ED 462 435 TM 033 699

Anzaldua, Ric M.

Sullivan, Candace J.; Sugarman, Jule M.
The A B Cs of Welfare Reform: A Guide to the Personal Responsibility and Work Opportunity Reconciliation Act of 1996.
PUB DATE- 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Block Grants; Day Care; *Employed Parents; Employment Patterns; Federal Aid; *Federal Legislation; *Immigrants; Labor Force; Low Income Groups; Poverty; Public Policy; Social Problems; *Social Services; *State Programs; Welfare Recipients; *Welfare Reform
IDENTIFIERS- *Personal Responsibility and Work Opp Recon Act; Reform Efforts; Supplemental Security Income Program

The passage of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 means that, for the first time, the federal government has shifted substantial responsibility for maintaining a social safety net for the most vulnerable populations to the state governments. This guide summarizes the contents of the new law, identifies existing policies that must be changed, and points out some positive options available to states. One major purpose of the Act is to assist families to enter into and retain employment, but it seems that many people will be adversely affected by changes in the food stamp and Supplemental Security Income programs. Of all the current recipients of benefits, immigrants will be the most negatively affected. Those who enter the country will not be eligible for the 5 years following their arrival, and those who have legally entered in the past may lose benefits as of January 1, 1997. Although clear evidence is sparse, many people fear that the work requirements will have very negative effects on children. Adequate child care is a necessary, but costly, accompaniment to initiatives that aim to move families from welfare to work. The overview contains a discussion of critical issues in the new legislation, and a checklist of the major actions required. Detailed program descriptions are given for the way the Act affects welfare recipients in the following areas: (1) Temporary Assistance to Needy Families; (2) Supplemental Security Income; (3) child support; (4) welfare and public benefits for aliens; (5) child protection; (6) child care; (7) child nutrition programs; (8) food stamps and commodity distribution; (9) Medicaid; and (10) Social Services Block Grant provisions. A list of 11 states within waivers is also included. (SLD)

ED 462 455 UD 031 611

McEvoy, Alan, Ed.
Reducing Youth Gun Violence. Part One--An Overview and Part Two--Prevention and Intervention Programs.
PUB DATE- 96
NOTE- 54p.; Reprinted from a program report from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention, May 1996, NCJ-154303; see ED 432 627. Sections of this report are reprinted here in serial form. Published quarterly.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Programs; *Delinquency; Disadvantaged Youth; Drug Abuse; Etiology; Federal Legislation; *Gun Control;

PUB DATE- 01
NOTE- 16p.; Produced by the People for the American Way Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Disadvantaged Youth; Educational Finance; *Educational Vouchers; Elementary Secondary Education; Equal Education; Public Schools; *School Choice
IDENTIFIERS- *Cleveland Scholarship and Tutoring Grant Prog OH; *Ohio (Cleveland); Religious Freedom

This report explores the Cleveland voucher program and its impact on Cleveland students, discussing the key questions that parents, the public, and policymakers are asking. It reviews how vouchers are funded, the actual cost of vouchers to taxpayers and the state, and what choices are really available to students whose families opt for vouchers. It addresses issues of equity and religious freedom, the level of accountability in voucher schools, and the most recent research on the impact of vouchers on student performance and achievement. The report concludes that the program has cost millions of dollars with no demonstrable impact on educational achievement. When the legislature launched the program, it funded the costs by depleting the very kind of aid that is specifically designed to help poor and at-risk public school students. The courts determined that nearly 40 percent of voucher students came from families above the poverty line, and one-third of all voucher students were already attending private schools. There is no credible evidence demonstrating that vouchers offer an academic advantage over public schools, and a recent state-commissioned evaluation showed that public school students made greater gains than voucher students over the 2 years of the study. (SM)

ED 462 474 UD 034 751

Kroll, Janet; Sexton, Robert F.; Raimondo, Beverly N.; Corbett, H. Dickson; Wilson, Bruce
Setting the Stage for Success: Bringing Parents into Education Reform as Advocates for Higher Student Achievement. A Report on Lessons Learned from the Commonwealth Institute for Parent Leadership of the Prichard Committee for Academic Excellence. Returning Results.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Improvement; *Higher Education; *Leadership; *Parent Participation; *Parent Role; Parents; Program Effectiveness; Program Evaluation
IDENTIFIERS- Kentucky

This report presents an evaluation of the Prichard Committee for Excellence's Commonwealth Institute for Parent Leadership, which trains Kentucky parents as informed advocates for educational excellence. The evaluation examined whether Institute training would increase parents' understanding of education reform and willingness to work for improvement; whether parents used their new knowledge and skills to exercise effective school leadership; Institute strengths and weaknesses; and whether the Institute works equally well in diverse communities. Data from a demographic examination of status of the districts' implementation efforts and resource constraints; perceptions of support from New Jersey's Department of Education (NJDOE); and expressed confidence that factors crucial to bringing about improvement in the educational systems were being critically addressed by the reforms. Overall, districts supported the Supreme Court's remedial mandates, though there was some resistance to reallocating existing funds to support the reform. Nearly half perceived considerable compatibility between the state's implementation directives and some of their prior reform activities. Levels of civic support were uneven. Districts and schools experienced severe capacity problems during the first year of implementation because they had very little time to engage in the necessary capacity building activities. Districts perceived the NJDOE's support to be inadequate. Funds, problems with the NJDOE, and time were the three most serious impediments to implementing reform. The survey instrument is appended. (Contains 47 references.) (SM)

ED 462 493 UD 034 773

Zachary, Eric; Olatoye, Shola
A Case Study: Community Organizing for School Improvement in the South Bronx.
PUB DATE- 01
NOTE- 14p.; Prepared as part of the Institute for Education and Social Policy's Community Involvement Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Community Action; Community Needs; *Educational Improvement; Elementary Education; *Parent Participation; Poverty; Public Housing; Public Schools; *School Community Relationship; *Urban Schools
IDENTIFIERS- New York City Board of Education; *New York (South Bronx)

This paper documents how a group of concerned parents and the New Settlement Apartments (NSA), a unique housing development group in New York City that manages 900 units of low to moderate income housing, used community organizing to try to raise academic achievement in their neighborhood elementary school. It discusses why schools in low-income neighborhoods so often perform poorly, locating as the root cause the lack of political will to ensure that all children receive the quantity and quality of educational resources they need and deserve. This case study of the New Settlement Apartments Parent Action Committee illustrates the opportunities and challenges that result when a community-based organization extends its work of rebuilding a low income neighborhood by organizing the community's political will and capacity to improve its public schools. The group ultimately succeeded in removing the school's principal because they held him responsible for student failure to learn. The paper narrates the development of NSA's Parent Action Committee, the organizing strategies they employed in their efforts to improve the school's outcomes, and the assistance provided by the Community Involvement Program of New York University's Institute for Education and Social Policy. (SM)

ED 462 494 UD 034 774

Gillman, Amy R.

Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 4p.; Digest number 173.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Adjustment (to Environment); Counseling; Cultural Differences; Diversity (Student); Elementary Secondary Education; *Ethnicity; Minority Group Children; Multicultural Education; *Racial Identification; Student Attitudes
IDENTIFIERS- *Dominant Culture; ERIC Digests

This digest examines the nature of multiple identities among ethnic minority youth and how youth bridge conflicting messages about cultural ways of being. It discusses how the school environment contributes to student internalization of various identities. Culturally diverse students often face contrasting notions of self because they must function in schools organized around the values and goals of the dominant culture. Minority children have difficulty internalizing certain aspects of the dominant culture, showing poorer school achievement and higher dropout rates due in part to the incongruent expectations, motives, social behaviors, language, and cognitive patterns of teachers and majority students. Student attitudes toward achievement differ by culture. How discrepancies in sense of self are understood by minority students and what is seen as normal by the dominant culture may differ significantly. As a consequence of this narrow view, minority students are often dismissed or pathologized in comparison to white students. School counselors must understand cultural differences in order to effectively help diverse students adjust and succeed. A comprehensive multicultural curriculum can provide students with broad-based knowledge of subjects covered, foster their understanding and appreciation of diversity, and promote positive inter-ethnic relations. (Contains 10 references.) (SM)

ED 462 512 UD 034 820

Land, Deborah
Local School Boards under Review: Their Role and Effectiveness in Relation to Students' Academic Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 02
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Board of Education Policy; *Board of Education Role; *Boards of Education; Budgeting; Charter Schools; Educational Change; Educational Research; Elementary Secondary Education; Evaluation; Governance; Policy Formation; Professional Development; Public Relations; School Based Management

This report provides a review of literature published in the past 2 decades on the role and effectiveness of school boards. Though school boards are but one component of school district leadership--the superintendent and other district administrators and staff constituting the other main components--school boards are the focus of this review because they have a

Descriptions) (141)
DESCRIPTORS- Access to Education; Elementary Secondary Education; Federal Legislation; *Females; Foreign Countries; Government Role; International Law; *School Safety; Sex Discrimination; *Sexual Abuse; *Violence; *Womens Education
IDENTIFIERS- Criminal Justice System; *South Africa

This book documents school-based sexual violence in South Africa and the discriminatory impact on girls' education when the government fails to respond effectively. Eleven chapters include: (1) "Preface"; (2) "Summary" (e.g., the effects of sexual violence on education and South Africa's legal obligations); (3) "Recommendations" (to the government of South Africa, the South African Council of Educators and the Teachers' Unions of South Africa, teachers' training colleges, and the international community); (4) "Background" (e.g., school violence in the apartheid era and attitudes toward violence against girls); (5) "Sexual Violence in Schools" (e.g., sexual violence by teachers, school employees, and students); (6) "Consequences of Gender Violence for Girls' Education and Health"; (7) "The School Response" (e.g., barriers to reporting abuse and inappropriate responses); (8) "The Criminal Justice System" (reform efforts and responses to sex violence in schools); (9) "National and Provincial Government Response" (e.g., legal reforms and guidelines on HIV/AIDS); (10) "South Africa's Obligations under International and National Law"; and (11) Conclusion. Four appendices present Human Rights Watch Report Recommendations (1997 and 1995), student essays, the South African Council for Educators Code of Conduct, and the Dakar World Education for All Forum Framework document. (SM)

ED 462 532 UD 034 848

Mayer, Daniel P.; Peterson, Paul E.; Myers, David E.; Tuttle, Christina Clark; Howell, William G.
School Choice in New York City after Three Years: An Evaluation of the School Choice Scholarships Program. Final Report.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.; Smith Richardson Foundation, Inc., Greensboro, NC.; Donner (William H.) Foundation.; John M. Olin Foundation, Inc., Alton, IL.; David and Lucile Packard Foundation, Los Altos, CA.; Lynde and Harry Bradley Foundation, Milwaukee, WI.
PUB DATE- 02
NOTE- 130p.; Prepared as part of the Program on Education Policy and Governance, a joint program of the Taubman Center for State and Local Government and the Center for American Political Studies, Harvard University. For the Interim Report after Two Years, see ED 446 193. Also supported by the Achelis, Bodman and Milton and Rose D. Friedman Foundations.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Students; Educational Environment; *Educational Vouchers; Elementary Education; Hispanic American Students; Low Income Groups; Parent Attitudes; Private Schools; Program Effectiveness; Racial Differences; *Scholarships; *School Choice; Tables (Data); Urban Schools
IDENTIFIERS- African Americans; Latinos; New York (New York)

This report presents third-year findings from an evaluation of the School Choice Scholarships Foundation Program. In 1997, this program provided scholarships via a lottery to low-income, New York City children in grades 1 through 4 that allowed them to transfer to private schools. The evaluation compared

SPONS. AGENCY- Human Resources Development Canada, Ottawa (Ontario).
PUB DATE- 00
NOTE- 239p.; Study sponsored by the Assembly of First Nations, Office of the Regional Vice Chief. Funded by the Child Care Visions Program of the Employability and Social Partnerships Division, HRDC. Photographs in appended reports may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- American Indian Culture; *Canada Natives; Child Caregivers; *Child Rearing; *Community Attitudes; Community Services; Cultural Maintenance; *Cultural Relevance; *Day Care; Day Care Centers; Early Childhood Education; Foreign Countries; Program Development; Reservation American Indians; State Regulation; *Tribally Controlled Education
IDENTIFIERS- British Columbia; *Canada; Ontario; Saskatchewan

Beginning in 1994, various national and First Nations initiatives in Canada have increased the availability of child care for Aboriginal children. However, the speed of these initiatives has not allowed time for First Nations communities to define their wishes for the care of their children. This report documents the opinions of First Nations communities on quality child care and presents recommendations for program development. An extensive literature review examines Canada's Aboriginal population, the historical context of Aboriginal-White relations in Canada, the need for Aboriginal child care services, traditional child-rearing practices, First Nations jurisdiction and authority in child care, research on quality child care, and diversity issues in child care. Interviews with key informants and focus groups in First Nations communities were conducted in British Columbia, Saskatchewan, and Ontario, which have very different contexts in terms of provincial legislation and licensing and the extent and duration of First Nations child care programs. Participants identified historical, social, and political influences affecting development of Aboriginal child care services; aspects of quality child care related to the physical environment, caregivers, caregiver training, educational and cultural programming, content of teaching, parent and community involvement, and child grouping; and supports and barriers created by child care regulatory schemes. Extensive recommendations are offered in each of these areas and are summarized in tabular form. Appendices include study questionnaires list of Steering Committee members, study permission forms and letters, and individual reports on the three provinces. (Contains 124 references.) (SV)

ED 462 225 RC 023 370

Strengthening the Circle: Child Support for Native American Children.
PUB DATE- 99
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indians; Child Rearing; *Child Support; Child Welfare; Family Environment; Federal Indian Relationship; Federal Programs; Public Agencies; *Tribal Government; Tribal Sovereignty; *Tribes; *Welfare Reform

RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Community Cooperation; *Cultural Influences; *Females; *Gender Issues; *Group Dynamics; Informal Leadership; *Language Maintenance; Literacy; *Literacy Education; Native Language Instruction; Sex Role
IDENTIFIERS- *Learning Communities; Single Sex Programs

Experiences with indigenous people in Mexico and New Mexico illustrate that there are cultural and situational constraints on women's literacy. A participatory demonstration in linguistics in which the demonstrator is largely silent highlights the group dynamics of learning communities that develop in successful literacy and stabilization projects. The leadership shifts, often without the conscious consent of the group, and new leaders emerge as the task changes because one person cannot be the master of all skills. These shifts in leadership can create problems when the organizational bureaucracy appoints a leader who does not recognize the leadership potential of each member in the project. This is especially problematic when the appointed leader is a man and the emergent leader is a woman. Cultural norms often do not allow or encourage such an arrangement. For most tribes working toward stabilizing their languages, involvement of the community, consensus from the community on ways of proceeding, negotiation among community members when a problem arises, and support of the individual learner by the community of learners are crucially important. A community that can resolve these issues will have taken great strides toward becoming a literate community before the first word is ever written or read. In many day-care, preschool, and immersion programs, the majority of the teachers are women. Therefore, involving women in this kind of planning is crucial. An Apache women's literacy camp is described in which women report feeling more relaxed without the presence of men. (TD)

ED 462 242 RC 023 396

Bennett, Ruth
Teaching Reading with Puppets.
PUB DATE- 02
NOTE- 10p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; American Indian Languages; Culturally Relevant Education; High Schools; Language Maintenance; *Oral Tradition; Program Descriptions; *Puppetry; *Reading Instruction; *Second Language Instruction; *Story Telling; Teaching Methods
IDENTIFIERS- Endangered Languages; Hupa

The use of traditional stories in American Indian language programs connects students' reading to their lives and familiarizes learners with the rhythms of the oral language. Puppet performances are one way of connecting reading programs to the Native oral tradition. A high school reading lesson in a to involve faculty in retraining. At North Carolina State University (NCSU), representatives from the NSF-sponsored Engineering Education Coalition (EEC) decided to use a faculty development model. Details of this model are presented. (DDR)

ED 462 264 SE 065 289

Redish, Edward F.
Who Needs To Learn Physics in the 21st Century--And Why?
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Structures; College Curriculum; Concept Formation; Futures (of Society); Higher Education; *Knowledge Representation; Learning Strategies; *Physics; *Science and Society; Secondary Education

This paper considers what physics can offer students, both as physics majors and in other sciences. The recent increases in the technological character of the workplace appear likely to continue, leading to increasing numbers of individuals who should learn something about science. For many of these people, understanding the character of science, including learning new ways to think about and analyze the physical world, is an essential component of what they need to learn. In the next few years, there will be a need to figure out exactly what can be usefully taught and how to do it effectively in the short time that students are in a physics class. The critical information for this discussion comes from a careful consideration of what it means to think about and understand science and from careful observations of the actual thinking processes of incoming physics students. (Contains 25 references.) (Author/DDR)

ED 462 265 SE 065 337

Lieberman, Gerald A.; Hoody, Linda L.
State Education & Environment Roundtable (SEER) Seminar (9th, San Diego, California, May 21-25, 2000).
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 18p.; For the 10th and 11th seminars, see SE 065 338 and SE 065 339. Administered by the Council of State School Officers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Elementary Secondary Education; *Environmental Education; Organizations (Groups); Service Learning; State Programs

This document reports on the 9th seminar of the State Education and Environment Roundtable (SEER). It consists of brief overviews of the daily discussions and presentations that were made at the seminar. Topics discussed include connecting service learning and the Environment as an Integrated Context for learning (EIC), and reports from states on local initiatives. Appendices contain the seminar agenda and a report on the 8th seminar. (MM)

ED 462 266 SE 065 338

Lieberman, Gerald A.; Hoody, Linda L.
State Education & Environment Roundtable (SEER) Seminar (10th, Annapolis, Maryland, December 3-7, 2000).

students grades 5 through 9 of the physical reality of drug use. Contents include: (1) "Brain Anatomy"; (2) "Nerve Cells and Neurotransmission"; (3) "Effects of Drugs on the Brain"; (4) "Marijuana"; (5) "Opiates"; (6) "Inhalants"; (7) "Hallucinogens"; (8) "Steroids"; (9) "Stimulants"; (10) "Nicotine"; and (11) "General Unifying Activity." (YDS)

ED 462 292 SE 065 609

Garton, Bryan L.; Dyer, James E.; King, Brad O.; Ball, Anna L.
Predicting College Agriculture Students' Academic Performance and Retention: A Trend Study.
PUB DATE- 00
NOTE- 16p.; Paper presented at the Annual National Agricultural Education Research Conference (27th, San Diego, CA, December 6, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Admission (School); *Agricultural Education; *Cognitive Style; *Enrollment; Higher Education; *School Holding Power

Universities across the nation have established criteria in the selection of students for admission. This correlational study was conducted to determine predictors of academic performance and retention of freshmen in a college of agriculture. Freshmen enrolled in a college-wide learning and development course in the fall of 1997 (n=245) and 1998 (n=195) at the University of Missouri participated. The following admission criteria were investigated as possible predictors of academic performance and retention: ACT examination, high school core grade point average (GPA), and high school class rank. In addition, students' preferred learning styles were investigated as a possible predictor of academic performance and retention. Regression analysis was utilized to account for the variance in students' cumulative GPA at the completion of the freshman academic year. Step-wise discriminant analysis was performed to build a predictive model that could determine whether a linear combination of learning style, ACT score, high school class rank, and high school core GPA could be used to predict student enrollment status for the fall semester of the sophomore year. Learners preferring a field-independent learning style exhibited a tendency for greater academic performance than did their field-dependent peers in the first year of college. The best predictor of academic performance during the first year of college for 1997 freshman was a combination of their high school core GPA and ACT score. However, high school core GPA alone was the best predictor of college academic performance for freshman who began their college career in 1998. Furthermore, learning style was not a predictor of students' academic performance during their first year of enrollment in a college of agriculture. Only the traditional university admission variable of high school core GPA was successful in predicting students' first year cumulative GPA. In the current study, the traditional criteria used for college admission was found to have limited value in predicting agriculture students' retention. The study raises questions regarding the effectiveness of current college admission variables as predictors of agriculture students' academic performance and retention. (Contains 24 references.) (Author/MM)

ED 462 293 SE 065 610

Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; *Constitutional History; *Constitutional Law; Critical Thinking; Instructional Materials; *Law Related Education; Learning Activities; Secondary Education; Social Studies; Teaching Guides; Teaching Methods; *United States History
IDENTIFIERS- *Bill of Rights; *United States Constitution

Focusing on the history and principles of the U.S. Constitution and Bill of Rights, the high school text and teacher's guide are intended to be the basis of study for the competitive component of the "We the People... The Citizen and the Constitution" civic education program. The 40 lessons in the text are divided into 6 study units examining the philosophical and historical foundations of the U.S. political system; the creation of the U.S. Constitution; the impact of the values and principles embodied in the Constitution on U.S. institutions and practices; the development and expansion of the protections of the Bill of Rights; the meaning of the various rights guaranteed in the Bill of Rights; and the role of citizens in U.S. democracy. The text is based on a conceptually oriented approach that blends expository and inquiry methods, calling for active participation by students throughout. It stresses the development of analytic and evaluative skills, enabling students to apply basic substantive knowledge to a wide variety of political questions and controversies. The text includes a reference section containing: the Virginia Declaration of Rights; the Declaration of Independence; the Articles of Confederation; the Constitution of the United States of America; the Emancipation Proclamation; the Universal Declaration of Human Rights; Martin Luther King, Jr.'s Letter from Birmingham City Jail; and Biographical Notes. Focusing on the history and principles of the U.S. Constitution and Bill of Rights, this teacher's guide provides information and suggestions to help the teacher make the most effective use of the student text. The high school text is intended to be the basis of study for the competitive component of the "We the People... The Citizen and the Constitution" civic education program. The teachers' guide, like the student book, is organized into 40 lessons divided into 6 study units. The six units examine: the philosophical and historical foundations of the American political system; the creation of the constitution; the impact of the values and principles embodied in the Constitution on American institutions and practices; the development and expansion of the protections of the Bill of Rights; the meaning of the various rights guaranteed in the Bill of Rights; and the role of citizens in American democracy. The teacher's guide provides unit and lesson overviews and suggests instructional strategies. In addition to providing ideas for introducing lessons, additional information about lesson topics, and discussion questions, the guide presents a variety of individual, small, and whole group activities designed to reinforce or extend what students have learned in the lesson. These include suggested research projects, writing assignments, and reports, as well as student debates and simulation. (LH)

ED 462 318 SO 026 177

Patrick, John J.
Stalin's Crimes Revealed, 1936 and 1956. Educator's Guide. Live from the Past Series.
PUB DATE- 95

Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *American Indian Culture; *American Indians; Curriculum Based Assessment; Grade 3; *Indigenous Populations; Primary Education; *Social Studies; State History; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California; *California (Los Angeles); Regional History

The indigenous people of the Los Angeles, California, region were called Gabrielino Indians by the first Spanish explorers. They were possibly the richest, largest, and most powerful tribe in southern California. In 1770 there were about 5,000 Gabrielino (or Tongva) Indians in the area, but smallpox, introduced by the explorers, killed most of them. Terrible wars with the Aleuts, Russian fur traders, and others over the resource rich area killed many more. Gabrielino villages became part of the rancho and the tribe's history became part of Los Angeles regional history. Students identify the American Indians of the local region (Los Angeles) and explain how their way of life was influenced by their environment. They also summarize information learned about the tribe's system of government and their economic structure. Suggested time for unit implementation is 3 weeks. The lesson plan provides teacher background; lists focus questions; and gives information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities and offers extended/correlated activities. Contains an extensive list of resources. Appended are sample worksheets, maps, stories, and additional information on the Gabrielino Indians. It is noted that the unit is tribe-specific and should be adapted for the American Indian nation relevant to a particular California area. (BT)

ED 462 337 SO 033 559

Smith, Denise
Explorers of the Local Region. Grade 3 Model Lesson for Unit 3, Standard 3. California History-Social Science Course Models.
PUB DATE- 99
NOTE- 62p.; Written with Melanie Edmond, Akida Kissane Lewis, and Priscilla Porter. For additional related lessons, see SO 033 549-565.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; Foreign Countries; Grade 3; *Land Settlement; *Local History; Primary Education; *Social Studies; *State History; *State Standards; Teacher Developed Materials
IDENTIFIERS- *California (South); Exploration; *Explorers; Regional History; Spain

Three Spanish explorers who visited the southern California region were Juan Cabrillo, Sebastian Vizcaino, and Gaspar de Portola. In the 1500s, the king of Spain sent explorers from Mexico to Baja and Alta, California, (most of today's California) looking for new wealth, gold, and a waterway to the Strait of Anian. Europeans thought that California was an island. Stories were told that the supposed Strait of Anian would connect the Pacific and the Atlantic Oceans. Students learn the reasons why the Spanish explored the coast of California, why the early settlers came to the area, and why people continue to come today. Suggested unit implementation time is 3 weeks. The content is specific to southern California. An asterisk in the text indicates where resources

Secondary Education; Social Studies; Teacher Developed Materials; *United States History
IDENTIFIERS- Congress; National Civics and Government Standards; National History Standards; *Robeson (Paul); *Supreme Court; United States Constitution

Paul Robeson was an athlete-scholar-concert artist-actor who was also an activist for civil and human rights. The son of a former slave, he was born and raised during segregation, lynching, and open racism. Robeson was one of the top performers of his time, earning more money than many white entertainers. His travels overseas opened his awareness to the universality of human suffering and oppression. His outspokenness and pro-Soviet stance made him a target of militant anti-communists. In 1950 the State Department revoked his passport, thereby denying him the right to travel and to earn money abroad. Robeson filed a lawsuit for reinstatement of his passport. In 1958 the Supreme Court agreed with Robeson, ruling that the State Department could not deny citizens the right to travel because of their political beliefs. This lesson relates to Article I, Section 9, of the U.S. Constitution, which states that the migration of people should not be prohibited by Congress, and to the First Amendment right of free speech, press, and assembly. The lesson correlates to the National History Standards and the National Standards for Civics and Government. It offers three primary source documents, a photograph, a painting, and a drawing of Paul Robeson. The lesson provides historical background (with nine resources); and suggests diverse teaching activities, including brainstorming, document analysis, comparing time periods, oral performances, constitutional connection, and creative interpretation. Appended are photograph analysis, written document analysis, sound recording analysis, and motion picture analysis worksheets and the documents. (BT)

ED 462 356 SO 033 607

Schur, Joan Brodsky
Founding Documents of the Peace Corps. The Constitution Community: Postwar United States (1945 to Early 1970s).
PUB DATE- 00
NOTE- 16p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Presidents of the United States; *Primary Sources; Secondary Education; Social Studies; Teacher Developed Materials; *United States History; *Volunteers
IDENTIFIERS- Congress; *Kennedy (John F); National Civics and Government Standards; National History Standards; *Peace Corps

The origins of the idea for the Peace Corps are numerous and occurred well before the Kennedy era, but the founding of the Peace Corps is one of President John Kennedy's most enduring legacies. Since the Peace Corps founding in 1961 more than 150,000 citizens of all ages and backgrounds have worked in more than 130 countries throughout the world as volunteers in such fields as health, teaching, agriculture, urban planning, skilled trades, forestry, sanitation, and technology. To allay fears that the Peace Corps would harbor secret agendas or become a tool of the CIA, volunteers are sent only to countries that request their services. Today, any citizen at least 18 years old and in good health can apply. This lesson relates to the power of Congress to make laws (Article I, Sections 7, 8, and 9) and the powers of the chief executive to make

ED 462 376 SP 040 510

Wynne, Joan
Teachers as Leaders in Education Reform. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 01
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Black Students; *Educational Change; Elementary Secondary Education; *Equal Education; Minority Group Children; *Racial Discrimination; Teacher Effectiveness; Teacher Empowerment; *Teacher Role
IDENTIFIERS- ERIC Digests; *Reform Efforts; *Teacher Leaders; Teacher Leadership

This digest defines the concept of teacher leadership and examines the impact of teacher leadership on student achievement and equity within the schools. Most researchers agree that teacher leaders demonstrate expertise in their instruction and share that knowledge with colleagues; are consistently on a professional learning curve; practice reflection; engage in continuous action research; collaborate with peers, parents, and communities; become socially aware and politically involved; mentor new teachers; become more involved in preparing pre-service teachers; and are risk-takers who participate in school decisions. The ultimate measure of teacher leaders' contributions is the impact on student academic achievement. While some studies demonstrate no evidence supporting a relationship between teacher leadership and student achievement, others suggest that the bureaucracy of schools and systems, as well as the attitudes of educational policymakers, stifles the possibilities for teacher leaders to be effective as change agents. Some research suggests that unless issues of power, race, and class are addressed in school communities, the achievement levels of minority students will not be affected by teacher empowerment, noting that teacher leaders must learn to challenge the intellectual structures, definitions, and assumptions about people of color in Eurocentric institutions. (Contains 28 references.) (SM)

ED 462 377 SP 040 512

Hot Tips for Teachers. Staff Development Series. Videotape .
PUB DATE- 01
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Brainstorming; Classification; Classroom Design; *Display Aids; Elementary Secondary Education; *Employee Absenteeism; *Faculty Development; Parent Teacher Conferences; *Parent Teacher Cooperation; Substitute Teachers; Teacher Attendance; Teacher Improvement; *Teaching Methods

This 15-minute videotape offers a motivational staff development program for teachers. Four segments focus on: (1) preparing for the teacher's absence (e.g., knowing the school's policy and

Education; Telephone Surveys

The first phase of the study described was designed in 1986 to investigate why some high-ability minority students follow through with their plans to enroll in college and major in mathematics, science, or engineering (MSE) fields, while others do not. An initial study was succeeded by a first follow-up in 1987, which indicated that minority students persisted in MSE fields to an unusually high degree. A second follow-up was planned and conducted in the 1989-90 academic year through telephone interviews of respondents to the first follow-up questionnaire. The working sample consisted of 5,531 students of American Indian, Black, Mexican American, Puerto Rican, White, and Asian American ethnicity. Results continued to affirm that minority students persisted in MSE fields to an unusually high degree. Persisters were distinguished chiefly by course-selection patterns in high school and college and their personal commitment to MSE. Ethnicity per se contributed little to the prediction of MSE persistence. An appendix describes the telephone tracking procedure. (Contains 1 figure, 22 tables, and 14 references.) (SLD)

ED 462 396 TM 024 974

Grandy, Jerilee
Persistence in Science of High-Ability Minority Students, Phase V: Comprehensive Data Analysis. Research Report.
SPONS. AGENCY- National Science Foundation, Washington, DC.
PUB DATE- 95
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Academic Aspiration; *Academic Persistence; Academically Gifted; Causal Models; College Students; *Course Selection (Students); Data Analysis; *Engineering; Ethnicity; Followup Studies; High School Students; High Schools; Higher Education; Longitudinal Studies; Majors (Students); *Mathematics Education; *Minority Groups; Occupational Aspiration; Prediction; *Science Education; Social Support Groups; Student Attitudes; Telephone Surveys
IDENTIFIERS- *LISREL Computer Program; *Scholastic Aptitude Test

A longitudinal study was designed in 1986 to investigate why some high-ability minority students follow through with their plans to enroll in college and major in mathematics, science, or engineering (MSE) fields, while others do not. Data came from three sources: (1) 1985 Scholastic Aptitude Test (SAT) files of a sample of minority students planning to major in MSE fields and scoring above 550 on the SAT mathematics test; (2) a detailed survey questionnaire completed in 1987; and (3) a status survey in 1990. This report of Phase 5 describes the results of causal modeling using The LISREL Computer Program to determine the direct and indirect effects of gender, socioeconomic status, high school variables, and college variables on student status 5 years after high school. Most important to persistence in science and engineering were the type of college attended (2-year or 4-year), minority support systems early in college, and commitment to science or engineering by the sophomore year. The roles of other variables are discussed, and the report concludes with practical recommendations for counseling and intervention. Appendix A is a table of variable and outcome correlations. Appendix B is a correlation matrix of measured variables. Appendices C, D, and E contain LISREL computer data for best fitting model and for each gender. (SLD) and type of school in the ensuing year as the columns. The report compares the observations in a cell of the design matrix to all other cells. This note questions the validity of that approach and suggests that the way that the data were constructed allows comparisons only across the rows. Second, the note questions whether grade level was used in the data matching procedure used to construct the comparison sample. Third, the note questions whether sex was used as a covariate in the outcomes equation and whether building or district fixed effects were used to control for unobservable factors at those aggregate levels. Finally, the note suggests that marginal costs are more appropriate for a cost-benefit or cost effectiveness analysis than average costs, which were used in the summary section of the report. (Author)

ED 462 416 TM 033 679

Grudens-Schuck, Nancy
The Rigidity and Comfort of Habits: A Cultural and Philosophical Analysis of the Ups and Downs of Mainstreaming Evaluation.
PUB DATE- 01
NOTE- 18p.; Paper presented at the Annual Meeting of the American Evaluation Association (St. Louis, MO, November 7-10, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Foreign Countries; Habit Formation; *Mainstreaming; Program Evaluation
IDENTIFIERS- Indonesia; North America

Mainstreaming evaluation requires establishing aesthetic and ethical frameworks, as well as knowledge and skills, that make "doing" evaluation seem like the right thing. Evaluators and others have worked hard to institute evaluation as a prudent activity for society to support. The phenomenon of mainstreaming itself, however, poses challenges to good evaluation practice. Stories from program evaluation research in North America and Indonesia in the areas of conservation and natural resource management illustrate the ways in which comforts and rigidities associated with mainstreamed evaluation processes may frustrate high quality evaluation. The stories are couched in neo-pragmatist analysis of the phenomenon of habits (i.e., settled knowledge, cultural ethos) using theories developed by Kurt Lewin, John Dewey, and Richard Rorty on the nature of stasis and change. Adult education theories related to changing adults' view are introduced as important to the concept of change, which mirrors the concept of main-streaming in this context. A cultural anthropological view further suggests that evaluation can grow to have strikingly different meanings in other settings, complicating the idea of mainstreaming as a preferred steady state. (Contains 22 references.) (Author/SLD)

ED 462 417 TM 033 680

Madden, Nancy A.; Slavin, Robert E.; Christie, Nicol; Karpouzis, Katerina P.
Success for All Alignment with Stanford Achievement Test: Ninth Edition (SAT-9).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

Item Banks: What, Where, Why and How.
PUB DATE- 02
NOTE- 33p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Banks; Item Response Theory; Test Construction; *Test Items; Validity
IDENTIFIERS- Calibration; Linkage

This paper discusses item banks calibrated to indicate levels of difficulty to assist in test development. The item bank topics discussed are: (1) purpose; (2) development issues; (3) advantages and disadvantages; and (4) practical issues. The most common issues are content validity, reliability, concerns with software purchase and programming, classification and analysis of items, maintenance and upkeep, and good item writing practice. It is important to remember that item response theory remains an integral part of interpreting ability measurements for the forms generated from the item bank. The paper cites examples of studies in which form linking and sample size have become issues. The calculations involved in linking forms are simple and straightforward, but when there are hundreds of items across a multitude of forms administered to thousands of examinees, linking forms becomes a massive undertaking. It is beneficial to take advantage of existing item bank software to develop an item bank. An example of linking forms is presented using a heuristic data set. (Contains 3 tables, 3 figures, and 18 references.) (SLD)

ED 462 436 TM 033 700

Felan, George D.
Test Equating: Mean, Linear, Equipercentile, and Item Response Theory.
PUB DATE- 02
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Item Response Theory
IDENTIFIERS- *Equipercentile Equating; *Linear Equating Method

This paper discusses the four major types of test equating: (1) mean; (2) linear; (3) equipercentile; and (4) item response theory. The single-group, equivalent-group, and anchor-test data collection designs are presented as methods used for test equating. Issues related to assumptions and equating error are also addressed. The advantages and disadvantages of each equating method are discussed along with the conditions conducive to satisfactory equating. Research on the current interest in equating state tests to the Voluntary National Test or the National Assessment of Educational Progress is reviewed, and it is concluded that such equating is unlikely. (Contains 21 references.) (SLD)

ED 462 437 TM 033 701

Guns; Intervention; *Prevention; Program Development; Research Utilization; School Safety; *Social Problems; State Programs; *Violence; *Youth

This document contains two issues of a journal on reducing youth gun violence, reprinted from a report by the U.S. Department of Justice. The first issue, part one, provides an overview of programs and initiatives. The second issue, part two, describes prevention and intervention programs. To reduce violence and build healthy communities requires a two-pronged assault on juvenile delinquency and youth gun violence. Legal measures that limit access to firearms are a first step. Recent Federal legislation, including the Youth Handgun Safety Act and the Gun-Free Schools Act, makes a strong statement that guns in the hands of young people will not be tolerated. With a fuller understanding of the factors contributing to gun violence, it is possible to design ways to prevent youth gun use. Part one concludes with "Making Schools Safe: The Importance of Empathy and Service Learning" by Alan McEvoy, which discusses an approach to violence reduction. At the end of part one, a resource bibliography is also included. Part two addresses individual programs that seek to incorporate the information from part one by broadly summarizing the various violence reduction strategies that have been implemented by organizations across the country. Preventative programs discussed include: (1) curriculums; (2) trauma prevention; (3) gun buy-back programs; and (4) public education campaigns. The intervention programs discussed include: (1) community law enforcement; (2) gun market disruption and interception; (3) diversion and treatment programs; (4) gun courts; and (5) alternative schools. A complete resource of youth gun violence reduction programs and prevention organization sis included. (SLD)

ED 462 456 UD 032 034

Weinbaum, Alexandra; Gregory, Lynn; Wilkie, Alex; Hirsch, Lesley; Fancsali, Cheri
Expeditionary Learning Outward Bound. Summary Report.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Curriculum Development; Educational Assessment; Educational Change; Elementary Secondary Education; *Experiential Learning; Immigrants; Minority Groups; Professional Development; Program Evaluation; Program Implementation; *School Restructuring; Teaching Methods; *Urban Schools
IDENTIFIERS- *Expeditionary Learning Outward Bound; *Outward Bound

This report describes the Expeditionary Learning Outward Bound Project (ELOB), a 3-year project launched by Outward Bound USA in 1992 with a grant from the New American Schools Development Corporation. The major goal of the ELOB was to develop new schools or transform existing ones into centers of expeditionary learning, in which learning would take place through expeditions, "journeys into the unknown," with teachers as guides as students explore questions of importance and meaning. ELOB schools were characterized by design principles including emphasis on character and academic development and by program components that included transformations in: (1) scheduling and school organization; (2) teacher-student relationships; (3) curriculum; (4) professional development; and (5) assessment. Ten schools participated in the ELOB

Institute graduates and surveys of 1998 and 1999 graduates highlighted five ways parents can promote change that affects students: accepting and communicating the message that schools must serve all students well; gathering data about school needs and presenting findings publicly; talking knowledgeably about educational issues; initiating activities that make schools more welcoming for parents and promote productive parent-teacher communication; and leveraging contacts made during training into additional resources for change. Organizations promoting parental involvement should take such actions as seeking diverse parents, providing high quality training, and developing reasonable outcome expectations. Evaluation strategies to facilitate program improvement include having ongoing communication between evaluators and project staff, ensuring there are no surprises in report findings, and building flexibility into evaluation design. (SM)

ED 462 475 UD 034 752

Pavlovskaia, Evguenia
Education of Immigrant Children at the Pre-School Level in Sweden: An Empirical Study of How the Education of Immigrant Children Is Conducted in Practice.
PUB DATE- 01
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; Foreign Countries; *Immigrants; Parent Participation; Preschool Children; Swedish; Teacher Characteristics
IDENTIFIERS- *Sweden

This study examines the education of immigrant preschool children in Sweden, focusing on native language instruction, Swedish instruction, cultural awareness, parent participation, and teacher preparation for working with immigrant students. Data collection involved observation of preschool classes and interviews with teachers at one preschool and with immigrant parents. Results indicate that immigrant students did not receive education in their native languages within the preschool program. This was attributed to lack of funds. Teachers reported wanting to be able to offer education in students' native languages but not being able to because of financial limitations. The preschool focused on educating students in Swedish. The school respected and worked with immigrant students' cultural and religious differences. Parents, including immigrant parents, were encouraged to play an active role in the preschool, and immigrant parents were told to communicate with their children in their native languages. Professional interpreters were available to help immigrant parents who were unable to converse in Swedish. While teachers had education for teaching at the preschool level, they did not receive special training for dealing with immigrant children. Investigation framework and study materials are appended. (Contains 27 references.) (SM)

ED 462 476 UD 034 753

Bowlby, Jeffrey W.; McMullen, Kathryn
At a Crossroads: First Results for the 18 to 20-Year-Old Cohort of the Youth in Transition Survey.
PUB DATE- 02
NOTE- 69p.; French title is "A la croisee des chemins: Premiers resultats pour la cohorte des 18 a 20 ans de l'Enquete aupres

Strengthening Family Child Care in Low-Income Communities: A Report to the Surdna Foundation.
PUB DATE- 01
NOTE- 43p.; Prepared as part of the Surdna Foundation's Family Child Care Initiative.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Community Organizations; Early Childhood Education; *Family Day Care; Financial Support; Low Income Groups; Social Support Groups; Welfare Reform

Family child care is the fastest growing segment of the child care industry and the type most often used by low-income families. It is largely unregulated, with poor children most likely to be in low-quality family child care homes. Family child care is underfunded, disorganized, and not structured to meet increased demands for service delivery. Many community groups serve as focal points of activity around this issue, providing information, training, and resources to help support family child care providers. Approaches range from loosely structured associations to more formal arrangements implemented through nonprofit community-based organizations. Family child care networks require ongoing funding, which can be difficult to secure. Some states provide stipends that minimally help support these networks, and a limited number of national foundations provide support. Network efforts could benefit from more analysis of successful practices and sharing of lessons learned, but few organizations have the resources to conduct evaluations. In the long term, the family child care industry needs significant increases in public funding to meet the demand for quality care in low-income neighborhoods. In the short term, private funding is essential to meet pressing needs. (Contains 22 references.) (SM)

ED 462 495 UD 034 775

Magnuson, Katherine A.; McGroder, Sharon M.
The Effect of Increasing Welfare Mothers' Education on Their Young Children's Academic Problems and School Readiness. JCPR Working Paper.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 02
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Child Development; *Educational Attainment; Elementary Secondary Education; *Mothers; *Parent Influence; *School Readiness; *Welfare Recipients; Young Children
IDENTIFIERS- Welfare to Work Programs

This study investigated the effect of welfare mothers' educational attainment on their young children's academic outcomes and school readiness. Data came from the National Evaluation of Welfare to Work Strategies Child Outcomes Study. Welfare recipients with young children residing in three cities were randomly assigned to participate in either an education-first program or a work-first program. A control group received no additional programming. Data were collected on client characteristics, prior welfare receipt, past educational attainment, current educational activities, employment history, and demographics. Mothers completed surveys about their distinct role and have been understudied. The report is organized into five major sections. It begins by presenting a brief history of school boards, then it describes their current state. The charge that school boards are outmoded and should be eliminated cannot be addressed adequately without an understanding of how they have evolved and currently function. In the third section, school boards and educational governance reforms are examined in order to describe the larger context in which school boards operate and explore how school boards have been, and might be, reformed in the future. In the next section, characteristics of effective school boards that have been identified by school board experts are described. Because qualitative and quantitative research on school boards is limited, the final section discusses research limitations and future directions. (Contains 116 references.) (SM)

ED 462 513 UD 034 821

Vranek, Jennifer
Aiming Higher: The Next Decade of Education Reform in Maryland. A Policy Review.
SPONS. AGENCY- Maryland State Dept. of Education, Baltimore.
PUB DATE- 02
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Accountability; Curriculum Development; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Faculty Development; Graduation; *State Standards; Student Evaluation; Teacher Competencies
IDENTIFIERS- *Maryland; Reform Efforts

This report examines Maryland's role in setting and measuring higher standards; holding schools, districts, and students accountable for results; strengthening teaching and helping schools and districts build capacity to implement reform; and sustaining public support for standards-based reform. A review team analyzed written documents regarding various aspects of Maryland's education system and interviewed a cross-section of Maryland leaders from government, education, and business and senior staff from the Maryland State Department of Education. Maryland sets high expectations for performance, sustaining rigorous performance assessments, holding schools accountable for ensuring that no students are trapped in failing schools, and recruiting teachers equipped to teach to higher standards. Assessments lead reform. Many schools have shown progress on the Maryland School Performance Assessment Program. Gaps between Hispanic and white students on the National Assessment of Education Progress have narrowed. Achievement gaps between low-income and minority students, on the one hand, and their more advantaged counterparts persist statewide, particularly in urban areas. Maryland policymakers and educators are raising the bar for performance again. Recommendations include: all K-12 educators and students must be accountable for results, and Maryland should enhance its role in curriculum, professional development, and teaching quality. Three appendices present review team biographies, documents reviewed, and list of interviewees. (SM)

ED 462 514 UD 034 822

Ableser, Judith
Zero Tolerance/IDEA 97 and Equal Educational Opportunity--Not!

scholarship to control students, using test score, survey, and school-level data collected in the year 2000. On standardized tests, students offered scholarships performed similarly to control students. Those who ever attended private schools did not outperform those who never attended private schools. Patterns of impact for Hispanic students differed markedly from patterns for African American students in regard to test scores. Parents reported that schools and classes attended by scholarship students were smaller than those attended by public school students. Private schools were more orderly than public schools. Parents of children who switched to private schools were much more satisfied with their schools than parents of public school students. Among students offered scholarships, 53 percent used them to attend private schools for 3 full years. Parents who declined scholarships generally did so because they could not afford the added tuition and expenses. Five appendixes include research data and findings. (Contains 26 tables and 38 references.) (SM)

ED 462 533 UD 034 849

Boulay, Matthew; Fairchild, Ronald
Making the Most of Summer Vacation for Elementary School Children. For Parents, about Parents.
PUB DATE- 02
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Elementary Education; Elementary School Students; *Enrichment Activities; Parent Participation; Parents as Teachers; *Summer Programs; Urban Schools; Vacation Programs
IDENTIFIERS- Regression Effects

This brochure discusses the importance of keeping students from regressing during the summer months, explaining that most children forget important skills and knowledge that they do not use over the summer, and teachers often spend 4-8 weeks at the beginning of the school year re-teaching material from the previous year. How students spend their summer is important to their academic success. There are many fun and easy ways parents can help their children continue learning during the summer, including reading aloud to children and encouraging them to read aloud, discussing current events with children, encouraging children to watch educational television about science and nature, planting a garden, using maps of the neighborhood, visiting libraries and museums, and writing to local elected officials and newspaper editors about current issues. Many school districts and community organizations offer a variety summer programs that have different goals and teach different subjects. Parents need to examine the programs closely before selecting one. Summer learning activities can nurture children's natural curiosity to learn new concepts, skills, and information. Parents can help their children succeed in school and life by providing fun enrichment opportunities during the summer and throughout the school year. (SM)

IDENTIFIERS- *Child Support Enforcement Program; *Native Americans; Personal Responsibility and Work Opp Recon Act; State Tribal Relationship

Technical amendments to the 1996 welfare reform legislation--the Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA)--include new requirements for administering a state child support enforcement program. This document provides background information to American Indian tribes, Alaska Native villages, tribal courts, and inter-tribal organizations that may apply for direct funds to provide child support enforcement services in Indian Country. The first section describes the federal Office of Child Support Enforcement (OCSE) Native American Program, the OCSE Native American Work Group and Nation to Nation Consultation Plan, the process of direct funding to tribes, and state-tribal cooperative agreements regarding child support enforcement programs. The second section discusses federal self-determination policy toward Indian tribes and Alaska Native villages, the national Native American consultation policy, OCSE services, new enforcement techniques in effect through PRWORA, new requirements for state programs under PRWORA, current tribal participation in child support enforcement, and related federal tribal initiatives. The third section examines tribal traditions of supporting children, various child-rearing practices in the extended family, attitudes of respect toward the child's autonomy, means of resolving family conflict, and aspects of tribal government and tribal jurisdiction. Programs of the Eastern Band of Cherokee, Chickasaw Nation, Narragansett Tribe, Navajo Nation, and Confederated Tribes of the Colville Reservation are described. An appendix summarizes the legislative history of child support enforcement. (SV)

ED 462 226 RC 023 371

Bushway, Deborah, Comp.
The Vitality of Latino Communities in Rural Minnesota = La vitalidad de las comunidades latinas en Minnesota rural.
PUB DATE- 01
NOTE- 49p.; Executive summary in English and Spanish.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingualism; *Community Attitudes; Community Development; Community Relations; Continuing Education; Cultural Awareness; Cultural Pluralism; *Culture Conflict; Dropouts; *Educational Needs; Focus Groups; *Hispanic Americans; *Immigrants; Limited English Speaking; Police; Racial Discrimination; *Rural Areas; Secondary Education
IDENTIFIERS- *Latinos; Minnesota

In response to the growing Latino population, a project examined barriers and supports for community development for Latinos in seven rural Minnesota communities. In each community, bilingual facilitators conducted two Latino and one non-Latino focus groups. Findings revealed much strength in these communities. Residents appreciated the economic and multicultural contributions of the Latino community. Cultural diversity task forces, Latino organizations, and other initiatives were emerging in some communities. Multicultural libraries were under construction in two communities. Among the barriers identified, the most alarming was the high number of high school dropouts among Latinos. This issue must be addressed or a significant percentage of the future workforce will be unprepared. Continuing education among adult Latinos was also of great concern, as it was seen as a primary way to advance in first-year Hupa language class uses many reading strategies in six stages. In the initial stage of setting the scene for the puppet play, the teacher may describe the sequence of learning and what to expect in each stage of the lesson. The use of flashcards, note cards, audiotapes, and other aids catches students' attention. In the second stage, comprehensible input, the teacher asks easy questions; students demonstrate comprehension but do not have to respond verbally. If they do respond verbally, they need only respond with "yes" or "no." In the guided practice stage, students respond with yes or nor by repeating what the teacher has said or by answering either-or questions. In the independent practice stage, students supply the vocabulary term in answering the teacher's questions. Students may formulate words, phrases, and sentences. In the challenge stage, students initiate activities by reading traditional stories, performing plays adapted from the stories, or by playing games designed from vocabulary in the lesson. Hupa elders are the source of the lesson material, and they help teach the class. The final stage is optional and involves attending a class taught in the Hoopa community by elders, where there is opportunity for spontaneous language use. (Contains 12 references.) (TD)

ED 462 243 RC 023 397

BlueArm, Marion
Assessing Lakota Language Teaching Issues on the Cheyenne River Reservation.
PUB DATE- 02
NOTE- 17p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *Bilingual Education; Community Attitudes; Community Surveys; *Immersion Programs; *Lakota; *Language Attitudes; *Language Maintenance; Native Language Instruction; Reservation American Indians
IDENTIFIERS- *Cheyenne River Sioux Reservation SD; Endangered Languages

A study examined community attitudes concerning Lakota language instruction in the schools on the Cheyenne River Sioux Reservation in South Dakota. Surveys were completed by 88 Native American, Caucasian, and mixed-heritage households. Results indicated agreement with the establishment of intensified Lakota language education for all school levels on the reservation. The majority of respondents who agreed with expanded Lakota language education were 40-50 years old--the age group that holds most decision-making positions within the tribal government. Respondents indicated a slight preference for bilingual education over immersion programs. Research suggests that immersion classrooms result in the quickest and most complete language learning in young children. Therefore, it is suggested that residents be informed of these findings to ensure increasing support for immersion programs. As the second choice, immersion still received enough positive responses to make a pilot project in Head Start and the lower elementary level a likely success. Re-vernacularizing Lakota will require tremendous effort by every community member in addition to implementing immersion programs in schools. English should be inaccessible in certain contexts. Ideally, there should be

SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 00
NOTE- 18p.; For the 9th and 11th seminars, see SE 065 337 and SE 065 339. Administered by the Council of Chief State School Officers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Environmental Education; Organizations (Groups); State Programs
IDENTIFIERS- Environmental Protection Agency

This document reports on the 10th seminar of the State Education and Environment Roundtable (SEER). It consists of brief overviews of the daily discussions and presentations that were made at the seminar. Topics discussed include measuring success through student assessment, the Bay Schools Project (BSP), and a co-sponsored educational forum with the National Environmental Education Training Foundation (NEETF) and the U.S. Environmental Protection Agency (EPA). Appendices contain the seminar agenda and updates from states. (MM)

ED 462 267 SE 065 339

Lieberman, Gerald A.; Hoody, Linda L.
State Education & Environment Roundtable (SEER) Seminar (11th, Des Moines, Iowa, May 20-24, 2001).
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 01
NOTE- 15p.; For the 9th and 10th seminars, see SE 065 337 and SE 065 338. Administered by the Council of Chief State School Officers.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Environmental Education; Organizations (Groups); Program Evaluation; State Programs
IDENTIFIERS- Environmental Protection Agency

This document reports on the 11th seminar of the State Education and Environment Roundtable (SEER). It consists of brief overviews of the daily discussions and presentations that were made at the seminar. Topics discussed include potential partnerships with national language arts organizations and associations, how environmental justice issues relate to student achievement, and SEER's program evaluation framework. (MM)

ED 462 268 SE 065 349

Mestre, Jose P.
Cognitive Aspects of Learning and Teaching Science.
PUB DATE- 01
NOTE- 20p.; In: Teacher Enhancement for Elementary and Secondary Science and Mathematics: Status, Issues, and Problems. S.J. Fitzsimmons and L.C. Kerpelman (Eds.) Washington, DC: National Science Foundation (NSF 94-80). Contains small print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Psychology; Elementary Secondary Education; *Learning Theories; *Science Instruction

This paper discusses the nature of cognitive research and its

Dyer, James E.; Wittler, Penny S. Haase; Washburn, Shannon
Structuring Agricultural Education Research Using Conceptual and Theoretical Frameworks.
PUB DATE- 02
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Journal Articles; Meta Analysis; *Research Methodology; Writing for Publication
IDENTIFIERS- *Conceptual Frameworks

The purpose of this study was to examine the degree to which agricultural education research has adhered to a structured approach over the past decade. Specifically, the study sought to determine the types of research conducted in agricultural education, the extent to which researchers used conceptual and theoretical frameworks, the extent to which conclusions addressed conceptual and/or theoretical frameworks, and to assess how the formation and use of conceptual and theoretical frameworks had changed over the past decade. The researchers evaluated all research articles published in the "Journal of Agricultural Education" from 1990 through 1999, using a researcher-developed instrument. Findings revealed that the majority of the research conducted in agricultural education over the past decade had been quantitative, applied, survey research. Only 29% of the articles reviewed cited an appropriate theoretical framework, however a vast majority (87.1%) cited an appropriate and clear conceptual framework. Researchers cited a limited number of references in establishing conceptual and theoretical frameworks, and often failed to relate their findings back to those frameworks. Selection and use of theoretical frameworks improved from that which was published in the first part of the decade, although the number of studies with appropriate frameworks was still low. Articles accepted to the Journal exhibited less well-developed conceptual frameworks as the decade progressed. It was noted that agricultural education researchers should adopt and use more rigorous research techniques. (Contains 24 references.) (Author/MM)

ED 462 294 SE 065 613

Fernandez, Anne, Ed.; Sproats, Lee, Ed.; Sorensen, Stacey, Ed.
CAL-laborate: A Collaborative Publication on the Use of Computer Aided Learning for Tertiary Level Physical Sciences and Geosciences.
PUB DATE- 00
NOTE- 41p.; Published twice per year. Published in collaboration with the UK Learning and Teaching Support Network (LTSN) and the Swedish Council for Renewal of Higher Education (formerly Swedish Council for Renewal of Undergraduate Education).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Earth Science; *Educational Technology; *Hands on Science; Higher Education; Mechanics (Physics); *Physical Sciences; Science Education; Visual Aids; World Wide Web

The science community has been trying to use computers in teaching for many years. There has been much conformity in how this was to be achieved, and the wheel has been re-invented again and again as enthusiast after enthusiast has "done their

NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communism; Fascism; Foreign Countries; Marxism; *Modern History; *Non Western Civilization; Secondary Education; Social Studies; Socialism; Totalitarianism; *World History
IDENTIFIERS- *Stalin (Joseph); USSR

This guide provides an overview of the rise to power of Joseph Stalin and the legacy of Communist rule in the Soviet Union. The guide provides a listing of key events, a background essay, a list of components related to articles from "The New York Times" of the era, suggested activities, discussion questions, a list of key players related to the event, vocabulary terms, and suggested readings for further study. (EH)

ED 462 319 SO 026 353

Unsworth, Jean Morman
Connecting: Integrating Art across the Curriculum. Multimedia Educational Kit .
PUB DATE- 93
NOTE- 175p.; Accompanying videotapes not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Art Education; Art Materials; *Critical Viewing; Design; Elementary Education; *Interdisciplinary Approach; Motifs; Multicultural Education; Teaching Guides; Videotape Recordings; *Visual Arts; Visual Perception
IDENTIFIERS- Art Elements

The idea of "connecting" is explored in this multimedia educational kit art for elementary schools. The Connecting series features a teacher's manual, six teacher's guides, and three videotapes based on six primary themes. These themes are: "Rhythms and Patterns"; "Change and Transformation"; "The World Our Minds Invent"; "Maps, Paths and Grids"; "Packaging - From Soup to You"; and "What Does It Mean to Be Me?" Each theme has an individual teacher's guide. Each teacher's guide includes a list of audiovisuals with comments, numbered lessons, a lesson index for the curriculum, and a lesson index by art skills. Each theme is combined with interdisciplinary approaches, linking visual art to music, dance, social studies, mathematics, science, and/or language arts. This unique program provides a thought-provoking audiovisual presentation for each theme addressed using fine arts and everyday images as well as hundreds of art lessons in drawing, design, painting, sculpture, printmaking, fibers, and bookbinding on each of the teacher's guides. An accompanying teacher's manual is specifically designed to help set the stage for theme development for the teacher by providing extensive background information on this topic, while explaining the foundation for this comprehensive art curriculum. (DQE)

ED 462 320 SO 027 510

De Cou-Landberg, Michelle
The Global Classroom: A Thematic Multicultural Model for the K-6 and ESL Classroom. Volume 1 and Volume 2.
PUB DATE- 95

from other regional areas can be inserted. The lesson provides teacher background; lists focus questions; and presents additional information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." Assessment opportunities are embedded in the curriculum and occur throughout the unit, while focus questions provide a framework for the evaluation of the unit. Extended/correlated activities are suggested in the lesson. Contains resources for the sample topic. Appended are sample worksheets, as well as additional information sheets on various Spanish explorers and maps. (BT)

ED 462 338 SO 033 566

Keir, Wendi
Symbols and Landmarks--National and Local. Grade 3 Model Lesson for Standard 4. California History-Social Science Course Models.
PUB DATE- 99
NOTE- 61p.; Written with Priscilla Porter. For additional related lessons, see SO 033 567-568.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Citizenship Education; *Cultural Context; *Government (Administrative Body); Grade 3; *Holidays; Literacy; Primary Education; *Social Studies; *Songs; *State Standards; Student Evaluation; Teacher Developed Materials
IDENTIFIERS- *California; *Flags; Landmarks; Political Symbols; United States Constitution

Students study U.S. national holidays, symbols, songs, and landmarks to understanding and appreciation the meaning and significance of the nation's ideals of liberty, justice, and equality. Through lessons, discussions, discovery activities, and cooperative group work, students understand how and when various U.S. traditions represent and convey the country's ideals. The U.S. flag is a unifying theme for the unit. Students analyze its symbolism, learn patriotic songs about the flag, seek information about monuments associated with the flag, and look for ways the flag is used to observe and celebrate national holidays. Students acquire an understanding about the nation's traditions and a sense of pride in the country. Students realize the emotional power of the nation's symbols and songs and appreciate the citizens and events honored on national holidays or with national monuments and landmarks. Suggested time for unit implementation is 4 weeks. The lesson plan discusses the significance of the topic; lists focus questions; offers literacy links; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." It suggests assessment activities, explains assessment methods, offers extended/correlated activities, and lists resources for the sample topic. Appended are song lyrics, poems, flag facts, the Pledge of Allegiance, additional information, and sample worksheets. (BT)

ED 462 339 SO 033 567

Freet, Jane; Porter, Priscilla
California--Becoming an Agricultural and Industrial Power. Grade 4 Model Lesson for Unit 3, Standard 4.4. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 54p.; Written with Clark Davis and Laura Wendling. For

appointments and execute the laws (Article II, Sections 2 and 3). As primary source documents the lesson offers Executive Order 10924 in which President Kennedy established the Peace Corps, two photographs of President Kennedy greeting Peace Corps volunteers, and Public Law 87-293 that established the Peace Corps as an independent agency. The lesson correlates to the National History Standards and the National Standards for Civics and Government. It provides historical background (with nine resources); and suggests diverse teaching activities, including an introductory exercise, document analysis, reenact the past, creative writing, investigate and compare, evaluate the historical record, and establish a service organization. (BT)

ED 462 357 SO 033 608

Perry, Douglas
Court Documents Related to Martin Luther King, Jr., and Memphis Sanitation Workers. The Constitution Community: Postwar United States (1945 to Early 1970s).
PUB DATE- 00
NOTE- 16p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Activism; *Black Leadership; *Citizen Participation; *Civil Rights; Legal Problems; *Primary Sources; Secondary Education; Social Studies; Teacher Developed Materials; *United States History
IDENTIFIERS- Bill of Rights; First Amendment; *King (Martin Luther Jr); National Civics and Government Standards; National History Standards

During inclement weather in Memphis, Tennessee in February 1968, two separate incidents caused black sanitation workers to strike for job safety, better wages and benefits, and union recognition. Mayor Henry Loeb was unsympathetic and opposed to the union. Martin Luther King agreed to lend his support to the sanitation workers and spoke at a rally in Memphis on March 18, 1968. He promised to lead the large march and work stoppage planned for later in the month. Unfortunately, violent disturbances at the march prompted the city of Memphis to bring a formal complaint in the District Court against King and his associates in the Southern Christian Leadership Conference. This lesson relates to two clauses in the First Amendment in the Bill of Rights, which ensure individuals the right to assemble peaceably and to petition the government for the redress of grievances. As primary source documents, the lesson presents Defendants' exhibits 1 and 2 in "City of Memphis v. Martin Luther King, Jr. et. al," and the answer to Plaintiff in the same case, filed in the U.S. District Court for the Western District of Tennessee (wherein King and associates denied being engaged in a conspiracy to incite riots). The lesson correlates to the National History Standards and the National Standards for Civics and Government. It provides historical background (15 resources); and suggests diverse teaching activities, including document analysis, class discussion, brainstorming, constitutional connection, creative expression, dramatic reading, dialogues, and extension research. Appended are a written document analysis worksheet and the documents. (BT)

ED 462 358 SO 033 609

Clark, Linda Darus

protocol, preparing a safety kit for the substitute teacher, and keeping a box of learning materials available for the substitute); (2) effective learning tools (e.g., brainstorming, categorizing, and chunking); (3) display techniques (e.g., hanging items with magnets, tacks, sticky-backed Velcro, reverse masking tape, a foldable clothes drying rack, or a skirt hanger; decorating with wrapping paper, wallpaper, or a shower curtain; and using fishing line to hang artwork); and (4) building success with parents and guardians (e.g., sending home a welcome letter, participating in meet-the-teacher night, phoning parents with good news, and creating effective teacher conferences by planning ahead, involving students, making parents comfortable and welcome, focusing on student progress, sticking to the schedule, and ending the conference with plans for follow-up and ongoing communication). (SM)

ED 462 378 SP 040 532

Kraft, Nancy P.
Standards in Teacher Education: A Critical Analysis of NCATE, INTASC, and NBPTS (A Conceptual Paper/Review of the Research).
PUB DATE- 01
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); *Educational Policy; Elementary Secondary Education; Higher Education; *National Standards; Quality Control; *Teacher Certification; Teacher Competency Testing
IDENTIFIERS- Interstate New Teacher Assess and Support Consort; National Board for Professional Teaching Standards

This paper analyzes research on accreditation, licensure, and certification standards that have impacted teacher education programs, providing a historical perspective of how and why standards came about in teacher education and examining each of the standards bodies in teacher education: the National Council for Accreditation of Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC). Certification standards developed by the National Board of Professional Teaching Standards (NBPTS) are also examined. Using a policy analysis framework grounded in critical theory, these standards are examined from the perspectives of the challenges, limitations, and problems inherent in standards-setting processes for institutions of higher education. The study involved an ERIC search and searches of Web sites of national organizations involved in higher education standards. The analysis provides information about how policies inherent in the standards reproduce the workings of the school and of society; the impact of the context on the standard setting and implementation process; how the policies address curricular issues, pedagogy, and evaluation; whose values count as knowledge and are represented in policy, and how those values become institutionalized; and which implicit assumptions are found within educational policies advanced by the standards movement in higher education. (Contains 49 endnotes.) (SM)

ED 462 379 SP 040 533

ED 462 397 TM 025 061

Breunig, Nancy A.
A Review of Methods for Detection of Test and Item Bias.
PUB DATE- 96
NOTE- 33p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chi Square; *Evaluation Methods; Heuristics; Identification; Item Response Theory; *Regression (Statistics); *Selection; *Test Bias; Test Use
IDENTIFIERS- Decision Theory; *Item Bias Detection

Few issues have provoked as much controversy as the methods for detecting item and test bias. A recent illustration of the controversy surrounding this issue could be seen in the emotional reactions to the publication of "The Bell Curve." This paper reviews methods of evaluating both item and test bias. Small heuristic data sets are provided to illustrate required calculations. Test bias is presented in the context of bias in selection, and models based on regression and decision-theoretic approaches are discussed. Item bias is discussed by reviewing latent trait, chi-square, and item difficulty techniques. There is no definitive method for fair selection or for detection of biased items. The test user needs to consider the purpose of the test and the inferences that will be made from the test and decide based on these considerations the methods or combination of methods that would be best to use. In particular, with regard to item bias, it may be best to use a combination of methods and see if results from the different approaches are in agreement. (Contains 3 tables, 4 figures, and 15 references.) (SLD)

ED 462 398 TM 025 473

Winking, Deborah; Farley, Joanne; Schweder, Heather; Mabry, Linda
The New York City Early Childhood Initiative Year II Evaluation. Learning Together: Children's Progress in Integrative Early Childhood Education.
PUB DATE- 96
NOTE- 128p.; Report summarized in presentation at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996). Additional support provided by the Travelers Foundation, the Leon Lowenstein Foundation, Inc., the Rhodebuck Charitable Trust, and the Max Rosenfeld Foundation.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Disabilities; *Early Childhood Education; *Inclusive Schools; Integrated Activities; Mainstreaming; Multicultural Education; Parent Participation; Partnerships in Education; *Performance Based Assessment; Program Evaluation; Public Schools; *Regular and Special Education Relationship; *Special Education; Special Needs Students; Staff Development; Urban Schools; *Young Children
IDENTIFIERS- *New York (New York)

The Early Childhood Initiative (ECI), supported by the Fund for New York City Public Education, operates in four New York City

PUB DATE- 01
NOTE- 67p.; "Disseminating Research-Based Programs Developed at Johns Hopkins University: Success for All R , MathWings TM , WorldLab TM ."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Achievement Tests; *Educational Change; Elementary Education; *Reading Programs; Research Reports; *Standards; State Programs; Testing Programs
IDENTIFIERS- Curriculum Alignment; Reform Efforts; *Stanford Achievement Tests; *Success for All Program

This document contains a brief summary of research on the Success for All comprehensive school reform program and the alignment document that outlines the correlation between Success for All and the objectives and outcomes described in the Stanford Achievement Test: Ninth Edition (SAT-9) as designed by Harcourt, Inc. Research has found Success for All to be one of only two elementary school models of comprehensive school reform to receive the highest ratings for research quality and outcomes. The purpose of the alignment is to assure educators that teaching the Success for All program effectively will not only help children improve their reading ability but will also help them demonstrate what they have learned on state accountability measures. The alignment document is organized into a 2-column chart with the SAT-9 test objectives on the left side and the corresponding Success for All components on the right for grades 1 through 6. An Activities Glossary that briefly describes the various components of the program is included. (SLD)

ED 462 418 TM 033 682

Ban, Jae-Chun; Hanson, Bradley A.; Yi, Qing; Harris, Deborah J.
Data Sparseness and Online Pretest Item Calibration/Scaling Methods in CAT. ACT Research Report Series.
PUB DATE- 02
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Data Analysis; Error of Measurement; Estimation (Mathematics); Maximum Likelihood Statistics; *Online Systems; *Pretests Posttests; *Scaling; Simulation; Test Items
IDENTIFIERS- *Calibration; EM Algorithm

The purpose of this study was to compare and evaluate three online pretest item calibration/scaling methods in terms of item parameter recovery when the item responses to the pretest items in the pool would be sparse. The three methods considered were the marginal maximum likelihood estimate with one EM cycle (OEM) method, the marginal maximum likelihood estimate with multiple EM cycles (MEM) method, and Stocking's Method B. The three methods were evaluated using simulations of data from computerized adaptive tests (CAT). The MEM method produced the smallest average total error in recovering the 240 pretest item characteristic curves. Stocking's Method B yielded the second smallest average total error in parameter estimation. In terms of scale maintenance, the MEM method and Stocking's Method B performed well in keeping with the scale of the pretest items on the same scale as that of the true parameters. With the OEM method, the scale of the pretest item parameter estimates deviated from that of the true parameters. (Contains 1 figure,

Orcutt, Venetia L.
Computerized Adaptive Testing: Some Issues in Development.
PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual College of Education, University of North Texas Educational Research Exchange (2nd, Denton, TX, February 1, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; *Item Response Theory; *Test Construction

The emergence of enhanced capabilities in computer technology coupled with the growing body of knowledge regarding item response theory has resulted in the expansion of computerized adaptive test (CAT) utilization in a variety of venues. Newcomers to the field need a more thorough understanding of item response theory (IRT) principles, their impact on CAT development, and other practical issues. This paper provides a brief overview of how a CAT is developed, basic concepts of IRT and proficiency estimation, and examines a few of the issues associated with development to include selected methodologies that address those issues and other methods under investigation. (Contains 19 references.) (Author/SLD)

ED 462 438 TM 033 702

Carney, Joanne M.; Jay, Joelle K.
Translating Theory into Practice: The Dilemmas of Teacher Portfolios.
PUB DATE- 02
NOTE- 26p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Graduate Students; Higher Education; Portfolio Assessment; *Portfolios (Background Materials); Secondary Education; *Secondary School Students; Teacher Education; *Teacher Evaluation

This paper presents results from two qualitative studies of preservice and inservice teacher portfolios that considered how portfolios function as tools for knowledge representation and reflective thinking. In the first study, data were collected from think-aloud protocols, semi-structured participant interviews, and the analysis of supporting Teacher Education Program portfolio documents and the completed portfolios. Participants were in the final term of a Master's in Teaching program. In the second study, data were obtained through semistructured interviews and ethnographic observations of four accomplished secondary school teachers. These studies suggest the contextual factors that may determine portfolio effectiveness and shed light on the dilemmas faced when the attempt is made to translate the theory of teacher portfolios into practice. The dilemmas revolve around the following questions: (1) superficial description or deep reflection? (2) dead-ends or continuing professional development? (3) high-stakes assessments--motivating or distorting? (4) new technological tools--affording or constraining? and (5) initiative: four elementary, one middle, one K-8, one K-12, one regional vocational center, and one alternative high school. Schools were located in Boston (Massachusetts), Denver (Colorado), Dubuque (Illinois), New York City, and Portland (Maine). In 1993-94, approximately 5,400 students, 39% of whom were students of color, were enrolled in ELOB schools, which included inner-city schools in high-poverty areas. The program evaluation, which included teacher and student surveys and case studies in five schools, found significant changes in curriculum and teaching in all schools accompanied by positive changes in student achievement with significant increases in standardized test scores and demonstrable social and academic growth. Students from poor, immigrant, and minority backgrounds fared well in all schools. Teachers experienced enhancement of their professional standing, in part because of their central roles in the restructuring. Four appendixes describe some changes and present school profiles. (Contains 11 references.) (SLD)

ED 462 457 UD 034 312

Stiefel, Leanna; Schwartz, Amy Ellen; Iatarola, Patrice; Fruchter, Norm
Academic Performance, Characteristics and Expenditures in New York City Elementary and Middle Schools. Condition Report.
SPONS. AGENCY- New York State Education Dept., Albany.; State Univ. of New York, Albany. Office of the Regents.
PUB DATE- 00
NOTE- 42p.; Report prepared for the Education Finance Research Consortium (New York, NY, 2000).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attendance; Educational Finance; Elementary Education; *Expenditure per Student; Middle Schools; *Minority Group Children; *Poverty; Scores; Socioeconomic Influences; Special Education; Student Characteristics; Teacher Characteristics; Urban Schools
IDENTIFIERS- New York City Board of Education

This study examines the academic performance of students in New York City's elementary and middle schools, investigating variations across grades and schools and documenting differences in student and teacher characteristics and the pattern and level of expenditure between low, middle, and high performing schools. The study reports averages of student, teacher, and expenditure variables for each level of performance. The study used 2 sources of 1997-98 school-level data published by the New York City Board of Education (BOE): "School Based Expenditure Reports" and "Annual School Reports." The study also used data obtained directly from the BOE to augment measures of school-level student performance on citywide reading and mathematics examinations. Results confirmed years of previous research: low-performing New York City schools overwhelmingly serve students of color who are poor, are limited English proficient, have consistently low attendance, and are taught by teachers who have very limited experience and earn the lowest average salaries. Moreover, these low performing schools receive a higher per pupil expenditure than the aggregates for middle and high performing schools. There is a higher percentage of children in full-time special education in the lowest performing schools. Appended are extensive tables of research data. (SM)

ED 462 458 UD 034 729

desjeunes en transition.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Career Planning; *Dropout Rate; *Dropouts; Elementary Secondary Education; Employment Patterns; Family Environment; Financial Support; Foreign Countries; Grade Repetition; Graduation; *High School Graduates; Housing; Job Skills; Peer Influence; Postsecondary Education; Self Evaluation (Individuals); Sex Differences; Socioeconomic Influences; Student Attitudes; Student Characteristics; Volunteers
IDENTIFIERS- Barriers to Participation; Canada; Student Engagement

This report presents findings from the 2000 Youth in Transition Survey 18-20-year-old cohort, which documents Canadian youth education and labor market experiences. By age 20, most youth had graduated from high school, and 70 percent were participating in postsecondary education. Dropout rates were higher for males than females. High school graduates were more likely to have lived in two-parent families, have highly educated parents, and have higher grades. School-related reasons dominated decisions to drop out. Graduates were more likely than dropouts to have had a paid job during their senior year. Just over half of the respondents who were out of high school attended postsecondary educational institutions. More women than men were postsecondary graduates or continuers. Respondents felt most confident about their reading skills and least confident about math and computer skills, with gender differences evident. Youth generally regarded their volunteer experiences positively. Labor market patterns reflected education status. About half of postsecondary education participants attended community colleges in their fist year, while one-third attended universities. About half of respondents reported barriers to going as far in school as desired (particularly financial barriers). Students relied on many funding sources. An appendix presents survey methodology. (SM)

ED 462 477 UD 034 754

Wertheimer, Richard; O'Hare, William; Croan, Tara; Jager, Justin; Long, Melissa; Reynolds, Megan
The Right Start for America's Newborns: A Decade of City and State Trends (1990-1999). Child Trends/KIDS COUNT Working Paper.
PUB DATE- 01
NOTE- 41p.; For a related "Right Start" document, see ED 451 280. Data obtained from National Center for Health Statistics (NCHS).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Age Differences; Birth Weight; Births to Single Women; *Early Parenthood; Educational Attainment; Infant Mortality; Marital Status; Premature Infants; Prenatal Care; Prenatal Influences; Smoking; Socioeconomic Status; *Urban Areas

This paper traces the history of "The Right Start," discussing differences between the 50 largest cities and the nation overall and differences among states. It highlights eight measures reflecting a healthy start: teen births, repeat teen births, births to unmarried women, births to mothers with low educational attainment, late or no pregnancy care, smoking during pregnancy, low-birthweight births, and preterm births.

attitudes toward work and welfare, barriers to employment, and mental health. At baseline, mothers' math and reading skills were assessed. Approximately 2 years after assignment, a follow-up survey collected information on participants' education and employment experiences. Mothers answered questions about their children's problems in school. The Bracken Basic Concepts Scale/School Readiness Composite was administered to a focal child in each family. Researchers used experimentally induced differences in mothers' education to estimate Instrumental Variable (IV) models. Increases in maternal education significantly and positively associated with children's academic school readiness and negatively associated with children's academic problems. The IV models produced larger, although less precise, estimates than conventional regression. It is recommended that policymakers consider a variety of ways to increase maternal education in combination with employment. (Contains 28 references.) (SM)

ED 462 496 UD 034 776

Fix, Michael; Passel, Jeffrey
The Scope and Impact of Welfare Reform's Immigrant Provisions. Discussion Papers. Assessing the New Federalism: An Urban Institute Program To Assess Changing Social Policies.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Henry J. Kaiser Family Foundation, Menlo Park, CA.; Ford Foundation, New York, NY.; David and Lucile Packard Foundation, Los Altos, CA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.; McKnight Foundation, Minneapolis, MN.; Commonwealth Fund, New York, NY.; Weingart Foundation, Los Angeles, CA.; Fund for New Jersey, East Orange.; Lynde and Harry Bradley Foundation, Milwaukee, WI.; Joyce Foundation, Chicago, IL.; Rockefeller Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 02
NOTE- 49p.; Also funded by The Stuart Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Family Income; Health Insurance; *Immigrants; Low Income Groups; Refugees; *Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Medicaid; *Personal Responsibility and Work Opp Recon Act

This paper discusses the background and character of changes introduced by the 1996 Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), examining post enactment responses by Congress, the states, and the courts. It explores the impact of the law on benefit use among immigrants, highlighting changes in usage among different immigrant groups and factors related to these changes, such as naturalization and rising incomes. For immigrants, the law set out a comprehensive scheme for determining immigrant eligibility for a wide range of social benefits provided by governments at all levels. Data from the 1995 through 2000 Current Population Survey indicated that PRWORA reduced immigrants' overall use of all major public benefits, and decreases in use were greater for non-citizens than citizens. Low-income immigrant families with children had lower use rates for Temporary Assistance for Needy Families and food stamps than did their low-income citizen counterparts. Low-income, working age non-citizens had substantially larger declines in Medicaid use than their

PUB DATE- 02
NOTE- 16p.; Paper presented at the Annual Safe Schools Coalition, Inc., and National Alternative Education Association Joint National Conference on Alternatives to Expulsion, Suspension, and Dropping Out of School (8th, Kissimmee, FL, January 24-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Democracy; Disabilities; *Discipline; *Equal Education; Expulsion; Minority Group Children; Secondary Education; Special Education; *Student Behavior; Suspension; Violence; Zero Tolerance Policy
IDENTIFIERS- *Individuals with Disabilities Educ Act Amend 1997

This paper critiques the use of zero tolerance policies for general and special education students, focusing on equal educational opportunity. It presents an alternative comprehensive schoolwide approach to discipline that infuses best practices and a philosophy of democratic education. The Individuals with Disabilities Education Act (IDEA) protects the rights of disabled students and addresses discipline. In order to facilitate equal educational opportunity, there must be a democratic standard that meets an authorization and threshold principle that ensures nondiscrimination and nonoppression. Zero tolerance policy does not allow for a democratic state of authority that balances decision making between local and state representation, nor does it recognize differences or individual situations. By applying zero tolerance policies, schools do not provide guidance and treatment for disruptive students. IDEA does not provide protection to disadvantaged students who do not qualify for special education. The proposed comprehensive schoolwide model applies components of best practices from several models, including posting and reviewing consistent schoolwide rules and expectations; developing a community of learners; recognizing and valuing diversity; and providing resources and support for at-risk students. (Contains 23 references.) (SM)

ED 462 515 UD 034 823

Hanauer, Amy
Cleveland School Vouchers: Where the Students Go.
PUB DATE- 02
NOTE- 8p.; For "Cleveland School Vouchers: Where the Students Come from," see ED 457 309.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; *Catholic Schools; Disadvantaged Youth; *Educational Vouchers; Elementary Secondary Education; Enrollment Trends; Inner City; Private Schools; Public Schools; *School Choice; Urban Schools
IDENTIFIERS- African Americans; Cleveland Public Schools OH; *Cleveland Scholarship and Tutoring Grant Prog OH

This report examines data from an analysis of the Cleveland Scholarship and Tutoring Program in 2001 and previous years that examined grade-by-grade enrollment of participating students by school. It notes that after 5 years, the Program has not made low-income, African American students attending Cleveland's struggling public schools its top priority. The voucher program has always consisted primarily of students the workforce and create Latino leaders. Language was another key barrier. Bilingual community education is needed--the lack of interpreters inhibits the ability of Latinos to interact with key community institutions such as health care, law enforcement, and government agencies. Tension between Latinos and law enforcement was noted, indicating a need for bilingual and bicultural police officers and for cultural competency training. Communities should integrate Latino members into local community leadership positions. This will decrease "insider/outsider" perspectives and reduce cultural tension. The creation of Latino-specific support groups should also be supported. Appendices describe the communities and participants. (Contains 12 references.) (TD)

ED 462 227 RC 023 372

San Miguel, Guadalupe, Jr.
Brown, Not White: School Integration and the Chicano Movement in Houston. University of Houston Series in Mexican American Studies.
PUB DATE- 01
NOTE- 296p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Activism; Community Organizations; Court Litigation; Educational History; Elementary Secondary Education; *Ethnicity; Local History; *Mexican American Education; Mexican American History; Politics; Racial Identification; School Boycotts; *School Community Relationship; *School Desegregation
IDENTIFIERS- *Chicano Movement; Houston Independent School District TX; *Texas (Houston)

In the early 1970s, thousands of Mexican-origin students, parents, and community members participated in legal and political actions against the Houston public schools. Their actions were sparked by the school district's effort in 1970 to circumvent a desegregation court order by classifying Mexican American children as "white," integrating them with African American children, and leaving the majority Anglo children unaffected by the court order. The Mexican-origin activist community's struggle culminated in 1972, when the courts and schools recognized Mexican Americans as a distinct ethnic minority group and were thus forced to include Mexican American interests in the formulation and implementation of school policies. This book explores the history of the struggle and its intersection with the Chicano Movement and other social forces during the protest era. It documents the diverse responses of Mexican-origin activists to educational discrimination in the early 1970s and explores the role that the ideology and practice of "Chicanismo" had on Mexican-origin grassroots activism in Houston. The book's general thesis is that the activists' diverse responses reflected a shift in community identity from one based on the assimilationist ideology and politics of the "Mexican American generation" to one based on Chicano ethnic identity and the politics of struggle. (Contains references in extensive chapter notes and an index.) (SV)

ED 462 228 RC 023 373

Vaidyanathan, A., Ed.; Nair, P. R. Gopinathan, Ed.
Elementary Education in Rural India: A Grassroots View. Strategies for Human Development in India, Volume 2.

whole buildings and events where only Lakota is spoken. People should voluntarily ban television and other forms of modern media from their homes, at least for certain hours or contexts. Other language maintenance strategies are suggested. An appendix presents the survey. (TD)

ED 462 244   RC 023 398

Baraby, Anne-Marie
The Process of Spelling Standardization of Innu-Aimun (Montagnais).
PUB DATE- 02
NOTE- 17p.; Marguerite MacKenzie, translator. In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian History; American Indian Languages; Canada Natives; Community Cooperation; Educational Needs; Foreign Countries; *Language Maintenance; *Language Standardization; Literacy; Oral Tradition; Spelling; *Written Language
IDENTIFIERS- *Chipewyan; Endangered Languages; Labrador; Montagnais (Tribe); Quebec

It took 25 years to develop and arrive at a consensus for a standard orthography for the language of the Innu, or Montagnais, who live in Quebec and Labrador. The principal obstacle to standardization came from dialect diversity. An effort at standardizing the spelling system in the 1970s failed because speakers were not ready to let go of the writing system for their particular dialect, and they rejected a system that did not match their pronunciation. Another initiative in the 1980s made clear that speakers were to keep their accent, even when the spelling was standardized. A recognized authority for standardization of the spelling system was formed in the mid-1980s. At workshops attended by teachers and translators from all Innu communities, the orthography was largely standardized, although not all dialect variations were settled. A permanent committee formed in 1990 was charged with making decisions pertaining to standardization of spelling. Another series of workshops in 1997 tackled the problem of verb conjugations, and a consensus was reached on principles and rules for a common writing system. The work of promoting the spelling norm needs to be carried out for the whole population. Targeting young children is important because they have not yet acquired spelling habits and are not attached to any particular tradition. If the teaching of the Innu language were given more room in the school curriculum, the dissemination of the common spelling system could move forward. (Contains 18 references.) (TD)

ED 462 245   RC 023 399

Williams, Shirley I.
Ojibway Hockey CD ROM in the Making.
PUB DATE- 02
NOTE- 6p.; Funding provided by DIAND and the Ministry of Training and Colleges. In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see

implications for learning and teaching science. In addition to needing adequate financial support, active involvement of scientists and educators, and education of teachers, two other factors should loom large in the development of new instructional materials in science and in the design of new instructional strategies. The first is cognitive research findings on teaching, learning, and problem solving. The second factor is the nature of science as it is practiced by scientists. The paper is divided into sections on research on learning and problem solving in science, lack of alignment between instructional practices and current views of learning, and factors necessary to bring about alignment between instructional practices and current views of learning. (Contains 115 references.) (MM)

ED 462 269 SE 065 365

Beatty, Ian D.
ConMap: Investigating New Computer-Based Approaches to Assessing Conceptual Knowledge Structure in Physics.
PUB DATE- 00
NOTE- 177p.; Doctoral Dissertation, Univ. of Massachusetts, Amherst.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Alternative Assessment; *Concept Formation; *Concept Mapping; *Educational Technology; Evaluation Methods; *Physics; Problem Based Learning; Science Education

There is a growing consensus among educational researchers that traditional problem-based assessments are not effective tools for diagnosing a student's knowledge state and for guiding pedagogical intervention, and that new tools grounded in the results of cognitive science research are needed. The ConMap ("Conceptual Mapping") project, described in this dissertation, proposed and investigated some novel methods for assessing the conceptual knowledge structure of physics students. A set of brief computer-administered tasks for eliciting students' conceptual associations was designed. The basic approach of the tasks was to elicit spontaneous term associations from subjects by presenting them with a prompt term, or problem, or topic area, and having them type a set of response terms. Each response was recorded along with the time spent thinking of and typing it. Several studies were conducted in which data were collected on introductory physics students' performance on the tasks. A detailed statistical description of the data was compiled. Phenomenological characterization of the data (description and statistical summary of observed patterns) provided insight into the way students respond to the task and revealed some notable features to guide modeling efforts. Possible correlations were investigated, some among different aspects of the ConMap data, others between aspects of the data and students' in-course exam scores. Several correlations were found which suggest that the ConMap tasks can successfully reveal information about students' knowledge structuring and level of expertise. Similarity was observed between data from one of the tasks and results from a traditional concept map task. Two rudimentary quantitative models for the temporal aspects of student performance on one of the tasks were constructed--one based on random probability distributions and the other on a detailed deterministic representation of conceptual knowledge structure. Both models were reasonably successful at approximating the statistical behavior of a typical student's data. (Contains 52 references.) (MM) bit" towards getting computers accepted. Computers are now used by science undergraduates (as well as their peers in other disciplines) not necessarily to aid their learning, but rather as everyday tools for word processing (mostly), data processing (or at least presentation) and entertainment (in large quantities). They are also used to a considerable extent as mathematical modelers in computer laboratories and data loggers in experimental laboratories. Nevertheless, the use of computer systems by science undergraduates to aid learning and understanding is still very limited. When the Windows environments were first available, there was a time when it looked as though the homespun computer learning aid was a thing of the past. The preparation of programs with visual quality that matched that of the Windows system itself was quite definitely moving out of the enthusiastic academic's ability range. This had the potential advantage of having to rely on professionally produced materials, which would automatically result in better quality and less reliance on enthusiasts to implement the courses using the software. The consequences that some of us saw from this trend were the better embedding of good quality learning aids in courses, with resulting stability of use. While this has happened to some extent, there have been several counter influences. New development systems have appeared that can easily produce visually attractive materials. But even worse, there has been the steady development of the Web. While the Web has contributed many undoubted benefits to teachers--particularly in the management of their teaching--it has also contributed to the return of the enthusiast, with idiosyncratic teaching materials, often of poor pedagogic quality, that are promoted by those who should know better merely because they form part of the brave new World Wide Web. Couple this to the general trend of the modern world that presentation is far more important than quality of content and it will become clear that the science student of tomorrow may be in for a difficult time. This is a time of increasing change within the higher education sectors around the world. In the United Kingdom, the CTI Centers which spearheaded the move to improve teaching and learning by informing and encouraging academics to question their materials and methodologies and to introduce new technology where appropriate have been replaced by Learning and Teaching Support Network Centers (LTSNs) which have a broader set of guidelines. These guidelines include greater considerations on the pedagogical issues of teaching and learning and as such are more in alignment with the role of UniServe Science in Australia. It is hoped that these changes will to some degree counter the trends described above, giving the science students of tomorrow a slightly easier time. Sections include: (1) "Can a Combination of Hands-On Experiments and Computers Facilitate Better Learning in Mechanics?" (Jonte Bernhard); (2) "Why Should On-Line Experiments Form Part of University Science Courses?" (Hugh Cartwright); (3) "Is There a Right Way To Teach Physics?" (Ian Johnston and Rosemary Millar); (4) "A Flexible Learning Approach to Numerical Skills" (Duncan Lawson); (5) "Formative Assessment via the Web Using ELEN" (Roy Lowry); (6) "Science at the Amusement Park" (Ann-Marie Martensson-Pendrill and Mikael Axelsson); (7) "CALFEM as a Tool for Teaching University Mechanics" (Matti Ristinmaa, Goran Sandberg, and Karl-Gunnar Olsson); (8) "Pollen Image Management: Using Digital Images To Teach Recognition Skills and Build Reference Collections" (Peter Shimeld, Feli Hopf, and Stuart Pearson); and (9) "UKESCC Earth Science Courseware Goes on the Web" (W.T.C. Sowerbutts). (YDS)

NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; Art Activities; *Climate; Elementary Education; Food; *Global Approach; Interdisciplinary Approach; Language Arts; Learning Activities; Multicultural Education; *Plants (Botany); Second Language Instruction; *Social Studies; Thematic Approach; Trees; *Weather

This two-volume resource guide is designed to help K-6 and ESL teachers implement multicultural whole language learning through thematic social studies units. The four chapters in Volume 1 address universal themes: (1) "Climates and Seasons: Watching the Weather"; (2) "Trees and Plants: Our Rich, Green World"; (3) "Animals around the World: Tame, Wild, or Mythical"; and (4) "International Foods: From Frijoles to Dal." Each chapter in both volumes contains 7 sections. Sections 1 through 5, "Content Area Learning Web"; "Sparking Interest"; "Expanding Language"; "Reading and Reflecting"; and "Creating and Sharing," include activities and strategies for implementation of multi-level grouping, classroom management, and collaborative learning. Section 6, "Getting Families Involved," gives suggestions for involving parents in the acculturation process. "Suggested Readings" contains a list of multicultural children's books focused on the theme presented. The four chapters of Volume 2 address universal themes: (1) "Clothing of Many Countries: Rebozo, Kurta, and Sarouel"; (2) "Houses around the World: Round, Square, and on Stilts"; (3) "Transportation Alternatives from Calel to Jet"; and (4) "Multicultural Celebrations: Fiesta, Boun, and Mela." A section of "Reproducible Masters" concludes each chapter in both volumes. (MM)

ED 462 321 SO 028 619

Zuk, W. M.; Bergland, D. L.
Art First Nations: Tradition and Innovation. Student Workbook 1.
PUB DATE- 95
NOTE- 56p.; For teacher's guide, see SO 028 620. Art reproductions not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *American Indian Culture; American Indian Studies; American Indians; Art; Art Activities; Art Criticism; *Art Education; *Art History; *Artists; Canada Natives; *Cultural Education; Curriculum Guides; Elementary Education; Foreign Countries; Instructional Materials; Multicultural Education; Visual Arts
IDENTIFIERS- North America

This student workbook, a companion to a comprehensive teacher's guide and 20 laminated art reproductions, is part of an instructional resource designed to assist teachers in incorporating Native American studies into the elementary art program and general curriculum. It highlights visual art which is actively being innovated by aboriginal artists throughout North America and focuses on ways important cultural beliefs and values are being renewed through visual expression. The program consists of five units, each dealing with one of the major geographical regions of North America. Each unit consists of two self-contained modules which can be taught in any order.

additional related lessons, see SO 033 566-568.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Curriculum Based Assessment; *Economics; Grade 4; Intermediate Grades; *Social Studies; *State History; *State Standards; Student Research; Teacher Developed Materials
IDENTIFIERS- Agricultural Development; California; Industrial Development

This unit focuses on California's growth as an agricultural and industrial power in the 20th century and includes the impact of key people and key historic events. The unit is divided into 4 overlapping topics and should take 10 weeks to implement. Students examine how California became a power by tracing the transformation of the California economy and its political and cultural development since the 1850s. Students learn about their family's migration to California. They investigate the development of California's water systems and the role water has played in California's growth. Students look at the effects of three historic events on California's economic growth: the Great Depression, the Dust Bowl, and World War II. Students study the development and location of new industries in California since the turn of the century and their effects on the state's economy. They select more than one information source, read maps, study demographics, and analyze resources to add details to graphic organizers. The lesson plan discusses the significance of the topic; presents focus questions; gives literacy links; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." The assessment is integrated with the instruction and occurs throughout the lesson. Focus questions provide a framework for the evaluation. Extended/correlated activities are suggested. (Contains extensive resources for the sample topic. Additional materials are appended.) (BT)

ED 462 340   SO 033 568

Zachlod, Michelle, Ed.
The Land and People before Columbus. Grade 5 Model Lesson for Standard 5.1. California History-Social Science Course Models.
PUB DATE- 01
NOTE- 14p.; For additional related lessons, see SO 033 566-567.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; *American Indian Culture; *American Indians; *Geography; Grade 5; Indigenous Populations; Intermediate Grades; Literacy; *Social Studies; *State Standards; Student Evaluation; *United States History
IDENTIFIERS- *California; Exploration; Explorers; Geographic Literacy; Pre Columbian History

The Age of Exploration, beginning in the late 1400s, was an important era in the discovery and development of land unknown to Europeans. Students initially participate in geographic literacy activities by comparing and contrasting the European geographic view of the world in the 1400s with present-day information. Focusing on pre-Columbian settlements of North America, activities relate to cultural developments that may or may not have originated in pre-Columbian times. Students examine prehistoric Native American cultures such as the

The War in Vietnam: A Story in Photographs. The Constitution Community: Postwar United States (1945 to Early 1970s).
PUB DATE- 00
NOTE- 24p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Documentation; Foreign Countries; *Government Role; *Photographs; *Primary Sources; Secondary Education; Social Studies; Teacher Developed Materials; *United States History; *Vietnam War
IDENTIFIERS- Congress; National Civics and Government Standards; National History Standards; *United States Constitution; Vietnam

During the Vietnam War, the U.S. military gave the press unprecedented freedom of access to combat zones. This allowed newspaper reporters, photographers, and television crews to document a war involving U.S. sons and daughters on the other side of the world. This willingness to allow war documentation also was extended to the military's own photographers. While these military photographers may have been there to document the different operations of the war, their photographs also tell a story about the young men and women who fulfilled their duty to their country by serving in the Vietnam War. This lesson uses 13 photographs taken by military photographers to present images of many aspects of the Vietnam War. The lesson relates to Article I, Section 8, of the U.S. Constitution granting Congress powers to raise and support armies, make rules for the government, regulate land and naval forces. It correlates to the National History Standards and to the National Standards for Civics and Government. The lesson provides historical background (with five resources); and suggests diverse teaching activities for classroom implementation, including photograph analysis, research and present, and creative writing. Photographs are appended. (BT)

ED 462 359 SO 033 610

Simmons, Linda
The Civil Rights Act and the Equal Employment Opportunity Commission. The Constitution Community: Contemporary United States (1968 to the Present).
PUB DATE- 00
NOTE- 15p.; Photographic images may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affirmative Action; *Civil Rights; *Civil Rights Legislation; *Government Role; *Primary Sources; Secondary Education; Social Studies; United States History
IDENTIFIERS- *Civil Rights Act 1964; Congress; *Equal Employment Opportunity Commission; Fourteenth Amendment; National Civics and Government Standards; National History Standards; United States Constitution

In 1964, Congress passed Public Law 82-352. This civil rights act forbade hiring, promoting, and firing discrimination based on sex or race. Title VII of the act created the Equal Employment Opportunity Commission (EEOC) to implement the law. Subsequent legislation expanded the role of the EEOC. Today, the EEOC enforces laws that prohibit discrimination based on race, color, religion, sex, national origin, disability, or age in hiring, promoting, firing, setting wages, testing, training,

Ramanathan, Hema
Asian-American Teachers: Issues of Support.
PUB DATE- 00
NOTE- 13p.; Paper prsented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 25-28, 2000).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Asian Americans; College Faculty; Cultural Differences; Diversity (Faculty); Diversity (Student); Elementary Secondary Education; Ethnicity; Higher Education; *Minority Group Teachers; Teacher Attitudes

This study examined problems Asian-Americans faced as minority teachers, the impact those problems had on curriculum and academic experiences, and support systems available to them. Participants were Asian-American teachers from an Indiana State Department of Education list who responded to a survey about their decision to become a teacher; who supported them or opposed them; issues of identity as Asian Americans; perceptions of the effect of their ethnicity on the curriculum and related school activities; peer, administrator, student, and parent acceptance of their identity; and support available. Results indicated that Asian-American teachers were well integrated into the school system and felt accepted and supported in general. They believed that their concerns were heard and that teachers and administrators supported them. Their integration appeared to depend upon how mainstream they were. One-third of the respondents were not conscious of their ethnicity or chose not to focus on it. While some Asian-American teachers capitalized on their ethnicity and made it a focal point of their profession, most did not. Their attitudes indicated a desire to be like the majority and to assimilate and nullify their Asian roots. (Contains 11 references.) (SM)

ED 462 380 SP 040 534

Lambros, Ann
Problem-Based Learning in K-8 Classrooms: A Teacher's Guide to Implementation.
PUB DATE- 02
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; Cooperative Learning; Elementary Education; Experiential Learning; Performance Based Assessment; *Problem Based Learning; Problem Solving; Student Evaluation; Teaching Methods

This book illustrates how problem-based learning (PBL) can enliven curriculum and lesson planning by encouraging students to play a more central role in their own learning process. It provides a framework for efficiently and effectively teaching problem-solving skills, tapping children's interests and previous knowledge, and making the curriculum relevant to students' worlds of meaning. Six chapters include: (1) "The What and Why of Problem-Based Learning"; (2) "PBL and the K-1 Classroom"; (3) "PBL and the 2-3 Classroom"; (4) "PBL and the 4-6 Classroom"; (5) "PBL and the 7-8 Classroom"; and (6) "Putting PBL to Work and to the Test" (integrating PBL with the curriculum, finding PBL problem scenarios, authentic schools, reinventing the early childhood classroom by combining special education and general education team teaching and a heterogeneous mix of students with developmentally appropriate instruction, authentic assessment, and parent partnerships. Ongoing staff development efforts help refine the model. The model departs in a fundamental way from inclusion programs that focus on one or two special education students in a general education classroom. It actually reduces general education class size to allow for full integration of special and general education students. A total of 396 students were served in ECI classrooms in the 4 schools. Of these, 111 (28%) were labeled as having special educational needs. During the 1994-95 school year, 8 students were decertified, including 3 of the 12 special-needs students in the 2 ECI prekindergarten classrooms. This report presents the stories of 7 general education and 8 special education ECI students with interpretations of their progress by 11 experts in early childhood education. Three appendixes describe the ECI population and evaluation sample, list the members of the study validation panel, and describe the evaluation method. These narratives evaluate the program by showing how the children are doing. The expert panel expressed continuing concerns about only 1 of the 15 students profiled. (SLD)

ED 462 399 TM 025 874

Berlak, Harold; Newmann, Fred M.; Adams, Elizabeth; Archbald, Doug A.; Burgess, Tyrrell; Raven, John; Romberg, Thomas A.
Toward a New Science of Educational Testing and Assessment. SUNY Series, Teacher Preparation and Development.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Wisconsin Center for Education Research, Madison.
PUB DATE- 92
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Competence; *Educational Assessment; Educational Change; Educational Testing; Mathematics Achievement; Performance Based Assessment; Social Studies; *Student Motivation; *Test Construction; Test Use; *Theory Practice Relationship
IDENTIFIERS- Discourse

This book is an effort to examine the theory and practice of educational assessment while taking a step toward the development of a new paradigm. Fundamental changes in the way education is conceptualized must accompany the effort to rethink assessment theory and practice. The following chapters are included: (1) "The Need for a New Science of Assessment" (Harold Berlak); (2) "Assessing Mathematics Competence and Achievement" (Thomas A. Romberg); (3) "The Assessment of Discourse in Social Studies" (Fred M. Newmann); (4) "The Nature of Authentic Academic Achievement" (Fred M. Newmann and Doug A. Archibald); (5) "A Model of Competence, Motivation, and Behavior, and a Paradigm for Assessment" (John Raven); (6) "Recognizing Achievement" (Elizabeth Adams and Tyrrell Burgess); (7) "Approaches to Assessing Academic Achievement" (Doug A. Archibald and Fred M. Newmann); and (8) "Toward the Development of a New Science of Educational Testing and Assessment" (Harold M. Berlak). (Contains 1 table, 1 grid, 20 figures, and 301 references.) (SLD)

4 tables, and 14 references.) (Author/SLD)

ED 462 419 TM 033 683

Li, Jun Corser; Woodruff, David J.
Bayesian Statistical Inference for Coefficient Alpha. ACT Research Report Series.
PUB DATE- 02
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bayesian Statistics; Markov Processes; Monte Carlo Methods; *Reliability; *Statistical Inference; Statistics
IDENTIFIERS- *Alpha Coefficient

Coefficient alpha is a simple and very useful index of test reliability that is widely used in educational and psychological measurement. Classical statistical inference for coefficient alpha is well developed. This paper presents two methods for Bayesian statistical inference for a single sample alpha coefficient. An approximate analytic method based on conjugate distributions is derived. This method is easy to compute. A second method uses Markov Chain Monte Carlo (MCMC) methodology as implemented by the computer program WinBUGS. WinBUGS may be downloaded for free from the Internet, and this paper includes WinBUGS code for making Bayesian inferences about coefficient alpha. Pseudo-randomly generated data are used to compare the two Bayesian methods to each other and both of these methods to the classical method. The results indicate that the two Bayesian methods work well as long as the number of items and examinees are not too small. Appendixes discuss the derivation of the marginal likelihood, contain WinBUGS code, and present the figures. (Contains 1 table, 9 figures, and 11 references.) (Author/SLD)

ED 462 420 TM 033 684

Curry, Janice; Doolittle, Martha; Huskey, Bart; Koehler, Holly; Washington, Wanda
Title I Evaluation Report, 2000-2001.
PUB DATE- 02
NOTE- 55p.; For the 1999-2000 report, see ED 450 143.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; Federal Aid; Grants; Migrant Youth; Parent Participation; Preschool Education; Program Descriptions; *Remedial Instruction; *Summer Programs; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; *Elementary Secondary Education Act Title I

Title I is a compensatory education program supported by funds from the U.S. Department of Education. The purpose of Title I is to provide opportunities for children to acquire the knowledge and skills described in the state content standards and to meet the state performance standards for all students. In 2000-2001, the Title I, Part A program provided $11,433,288 (90% of total district allocation) directly to 56 Austin Independent School District, Texas, campuses that had 56% or more students from low-income families, 14 eligible private schools, and 3 eligible facilities for neglected youth, serving a total of 36,325 students, including 35,641 public school students (98%), 437 private school students (1%), and 247 portfolios and professional status--recognition or risk? (Contains 10 references.) (SLD)

ED 462 439 TM 033 703

Thornton, Artist
A Primer on the 2- and 3-Parameter Item Response Theory Models.
PUB DATE- 02
NOTE- 17p.; Paper presented at the Annual Meeting of the College of Education, University of North Texas, Educational Research Exchange (2nd, Denton, TX, February 1, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Item Response Theory; Mathematical Models
IDENTIFIERS- *Three Parameter Model; *Two Parameter Model

Item response theory (IRT) is a useful and effective tool for item response measurement if used in the proper context. This paper discusses the sets of assumptions under which responses can be modeled while exploring the framework of the IRT models relative to response testing. The one parameter model, or one parameter logistic model, is perhaps the simplest of IRT models. It presumes that only a single item parameter is necessary to represent the item response procedure. This parameter distinction is termed difficulty and given the symbol, beta. All unidimensional IRT models operate on the belief that a single fundamental latent construct (theta) is the chief contributory determinant of the experimental responses to each test's items. In the two-parameter model, the discrimination parameter, or the Greek symbol of alpha, is added. This allows the item characteristic curves (ICCs) for different items to exhibit different slopes. This discrimination parameter allows the modeling of the fact that some items have powerful (or feeble) associations to the fundamental construct being evaluated (theta). The three-parameter model adds one more parameter to the two-parameter model to reveal the reality that the lower asymptote of the ICC in accounting for guessing may well require the acceptance of nonzero values for their effective minimum values. The paper reviews some studies involving the use of IRT and discusses the ways in which IRT benefits research and testing. (Contains 24 references.) (SLD)

ED 462 440 TM 033 704

McCamey, Randy
A Primer on the One-Parameter Rasch Model.
PUB DATE- 02
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Item Response Theory; Mathematical Models; Test Construction
IDENTIFIERS- *One Parameter Model; *Rasch Model

The Rasch measurement model improves on traditional test construction by creating tests in which the person's ability is independent of the sample of items used and the norm group used

Raver, C. Cybele
Does Work Have an Impact on Depressive Symptoms and Parenting among Low-Income Mothers of Head Start Preschoolers? JCPR Working Paper.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, NY.; National Science Foundation, Arlington, VA.; McCormick Tribune Foundation, Chicago, IL.
PUB DATE- 01
NOTE- 23p.; Presented to the Joint Center for Poverty Research (JCPR) Seminar (Evanston, IL, November 26, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; *Depression (Psychology); Employment Level; *Low Income Groups; *Mothers; *Parenting Skills; Preschool Children; Preschool Education; Wages; Work Environment
IDENTIFIERS- African Americans; Project Head Start

This study examined whether low-wage work would affect low-income, Head Start-enrolled mothers' psychological well-being and parenting style over time. Respondents were low-income, rural and urban mothers participating in a study on parenting and child development. In 1996-97 and 1998-99, mothers completed interviews on demographics, depressive symptoms, expression of negative emotions, and parenting style. Researchers collected data on mothers' employment entry, exits, and length of participation; stressfulness of the most recent job; stressful life events; and use of coercive versus firm parenting. Most respondents worked outside the home in various service, clerical, manufacturing, and entry-level health care jobs. One half were working when their children enrolled, and two-thirds were working 2 years later. The study did not find that work involvement impacted mothers' depressive symptoms and use of angry and coercive parenting. Mothers who worked longer hours, more months of the year did not have lower financial strain than mothers who worked less. Lower prestige, more stressful jobs had a significant negative impact on mothers' mental health and provision of optimal parenting over time. One-third of mothers reported clinical levels of depressive symptoms upon enrollment. Depressive symptoms decreased over time. (Contains 57 references.) (SM)

ED 462 459   UD 034 730

Walters, Ronald
Racial and Ethnic Disparities in the Era of Devolution: A Persistent Challenge to Welfare Reform. JCPR Working Paper.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, MI.
PUB DATE- 01
NOTE- 43p.; A Report of Research Findings from the Scholar Practitioner Program of the Devolution Initiative, the W. K. Kellogg Foundation. Produced by African American Leadership Institute, Academy of Leadership, University of Maryland College Park.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Aid; *Minority Groups; *Racial Differences; Social Bias; *Socioeconomic Status; State Aid; State Government; Welfare Recipients; *Welfare Reform; *Welfare Services
IDENTIFIERS- Personal Responsibility and Work Opp Recon Act;

Mother's age, educational attainment, and marital status are often related to the newborn's socioeconomic and social status. Poverty rates for children born to unmarried, teenage high school dropouts are 10 times those of children born to unmarried high school graduates over age 20 years. Low birthweight and short gestation are closely linked to newborn health. Mortality rates for low-birthweight babies are 20 times those of normal-birthweight babies. Conditions such as inadequate prenatal care and/or smoking during pregnancy affect birth outcomes. Between 1990-99, five of the eight measures improved nationally, though births to unmarried women increased substantially. The largest cities lagged behind the nation on everything but smoking during pregnancy. The 50 cities made important progress during the 1990s on the same five measures that improved nationally. (SM)

ED 462 478 UD 034 755

Peterson, Paul E., Ed.; Campbell, David E., Ed.
Charters, Vouchers, and Public Education.
PUB DATE- 01
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Charter Schools; Competition; Democratic Values; *Educational Vouchers; Elementary Secondary Education; Foreign Countries; Leaders; Political Issues; Private Education; *Public Education; School Choice; School Culture; Scores; Student Evaluation
IDENTIFIERS- Michigan; New Zealand

This book presents 15 papers on charters, vouchers, and public education: (1) "Introduction: A New Direction in Public Education?" (Paul E. Peterson and David E. Campbell); (2) "Charter Schools: Taking Stock" (Chester E. Finn, Jr, Bruno V. Manno, and Gregg Vanourek); (3) "School Choice in Michigan" (Michael Mintrom and David N. Plank); (4) "Lessons from New Zealand" (Edward B. Fiske and Helen F. Ladd); (5) "The Hidden Research Consensus for School Choice" (Jay P. Greene); (6) "Going Private" (Terry M. Moe); (7) "School Choice and American Constitutionalism" (Joseph P. Viteritti); (8) "Effects of School Vouchers on Student Test Scores" (William G. Howell, Patrick J. Wolf, Paul E. Peterson, and David E. Campbell); (9) "Hints of the Pick-Axe: Competition and Public Schooling in Milwaukee" (Frederick M. Hess); (10) "Can Charter Schools Change Traditional Public Schools?" (Paul Teske, Mark Schneider, Jack Buckley, and Sara Clark); (11) "Responding to Competition: School Leaders and School Culture" (Frederick M. Hess, Robert Maranto, and Scott Milliman); (12) "Making Democratic Education Work" (David E. Campbell); (13) "Private Schooling and Political Tolerance" (Patrick J. Wolf, Jay P. Greene, Brett Kleitz, and Kristina Thalhammer); (14) "Reflections on the School Choice Debate" (Paul Hill); and (15) "What Is To Be Done?" (Diane Ravitch). (SM)

ED 462 479 UD 034 756

Gillborn, David; Youdell, Deborah
Rationing Education: Policy, Practice, Reform and Equity.
SPONS. AGENCY- Nuffield Foundation, London (England).
PUB DATE- 00
NOTE- 253p.; Published by Open University Press.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

citizen counterparts. Declines in immigrants' use of benefits were evident nationwide. The declining benefit use was not accounted for by increased naturalizations or rising incomes within immigrant families. (Contains 23 references.) (SM)

ED 462 497 UD 034 777

Community Cohesion: A Report of the Independent Review Team.
PUB DATE- 01
NOTE- 80p.; Report of the Community Cohesion Review Team (CCRT).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Cooperation; *Community Relations; Community Study; *Cultural Awareness; *Cultural Differences; Cultural Pluralism; Disadvantaged; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); Ethnic Discrimination; Foreign Countries; Housing; Poverty; Racial Bias; Racial Discrimination; *Social Bias
IDENTIFIERS- *Diversity (Groups); England

This study examined the views of English citizens and community leaders regarding problems related to disaffected, disadvantaged, culturally diverse groups. The Community Cohesion Review Team (CCRT) investigated issues needing to be addressed to bring about social cohesion. Communities were deeply polarized, with separate educational systems, community and voluntary bodies, employment systems, places of worship, languages, and social and cultural networks. The lives of culturally diverse peoples did not overlap or promote meaningful interchange. While some communities worked to overcome this challenge, others did nothing. There was little evidence of open, honest dialogue and there was reluctance to confront issues and find solutions. This failure ran through most institutions, including political parties and volunteer organizations. There was little attempt to develop clear values regarding what it means to be a citizen in modern, multicultural Britain. Many programs designed to tackle the needs of disadvantaged, disaffected groups instead institutionalized the problems. There were many differences in opportunity related to housing, employment, and education. Appended are areas and organizations visited; the questionnaire, respondents, and responses; analysis of the concept of community cohesion; and examples of cross cultural work by diverse young people. (Contains 10 references.) (SM)

ED 462 498 UD 034 778

Keegan, Sinead; Chaplin, Duncan
Creating a Seamless Web of Services for Youth: The DC Children and Youth Investment Partnership.
SPONS. AGENCY- DC Agenda, Washington, DC.
PUB DATE- 02
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *After School Programs; Childhood Needs; Community Involvement; Cooperative Planning; Cooperative Programs; *Disadvantaged Youth; Elementary Secondary Education; Financial Support; Poverty; Public Policy; Public Schools; *Youth Programs
IDENTIFIERS- *District of Columbia

This report describes the DC Children and Youth Investment attending religious schools, and in 2001, more than 99 percent of participating students were enrolled in religious schools. Only 21 percent of students receiving aid through the voucher program attended Cleveland public schools in the year prior to enrollment in the voucher program. Public schools that are losing high numbers of students to voucher schools are not among the low-performing city schools. Students who transfer out of public schools to enroll in voucher schools are more likely to have come from high-performing schools, magnet schools, or schools with high test scores. Students in the voucher program are less likely to be African American than students in the district at large. Voucher students come from households with similar income levels to those of households of students in the Cleveland public schools. (SM)

ED 462 516 UD 034 824

Rugh, Andrea
Starting Now: Strategies for Helping Girls Complete Primary.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, DC.
PUB DATE- 00
NOTE- 246p.; Produced by Strategies for Advancing Girls' Education (SAGE) Project, AED. Funded under G/WID WIDTech Activity with Development Alternatives, Inc.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; Accountability; Case Studies; Developing Nations; Educational Improvement; Educational Quality; *Elementary Education; *Females; Foreign Countries; Parent Attitudes; *School Holding Power; Student Attitudes; Student Participation; *Womens Education
IDENTIFIERS- Barriers to Participation; Egypt; Honduras; Mali; Pakistan

This report assesses the current situation of girls' participation in elementary education, suggesting approaches that may help increase girls' retention. It reviews research findings and conventional wisdom on constraints affecting girls' schooling and examines initiatives that have attempted to increase girls' retention. Chapter 1, "Introduction," describes why girls' retention is important and defines the scope and approach of the report. It also examines the issue of girls' retention internationally. Chapter 2, "Influencing Girls' Participation," examines influences generally believed to affect girls' participation, emphasizing those that are important after initial enrollment. Chapter 3, "Initiatives to Encourage Girls' Participation," describes initiatives that have been employed in various countries to increase girls' retention. Chapter 4, "Promising Strategies and Implementation Models," describes four basic strategies with potential for removing many of the constraints on girls' education and suggests two implementation models (one which outlines a process approach to addressing education problems and one which assumes a world where institutions are shaped according to market forces to achieve their objectives). Chapter 5 presents "Summary and Conclusions." Case studies from Egypt, Honduras, Mali, and Pakistan are appended. (Contains 236 bibliographic references.) (SM)

ED 462 517 UD 034 825

SPONS. AGENCY- International Development Research Centre, Ottawa (Ontario).
PUB DATE- 01
NOTE- 574p.; Funded by the United Nations Development Programme, New Delhi (India) and implemented through Indian Ministry of Finance, Department of Economic Affairs.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Age Grade Placement; Caste; *Disadvantaged; Educational Attainment; Educational Attitudes; Educational Quality; *Elementary Education; *Enrollment Influences; Family Characteristics; Foreign Countries; Illiteracy; Indigenous Populations; *Rural Education; Rural Schools; Social Attitudes; Socioeconomic Influences; *Womens Education
IDENTIFIERS- *India

There are wide variations in educational attainment and literacy rates across the regions and social classes of India. A national project examined participation in and the quality of elementary education in nine states of India, focusing on rural areas and the situation of disadvantaged persons, especially girls and the scheduled castes and tribes. Data from the census and national surveys were complemented by household surveys conducted in 95 villages chosen to highlight contrasts in features of interest. The surveys covered family structure and socioeconomic characteristics, attitudes toward education for boys and girls, reasons for non-enrollment and dropout, household educational expenditures, proximity to and condition of school facilities, teacher characteristics, and state educational expenditures. The 10 chapters are: (1) "Introduction" (A. Vaidyanathan, P. R. Gopinathan Nair); (2) "Access to Primary Education: Rural Maharashtra and Madhya Pradesh" (Sarthi Acharya); (3) "Education of Rural Children in UP Himalayas" (Anuradha Pande); (4) "Poverty, Gender and Schooling: A Study of Two Districts in Andhra Pradesh" (N. Krishnaji); (5) "Dynamics of Educational Development: A Case Study of Selected 'Backward' Villages in Kerala" (Joseph A. Thomas); (6) "Demand for and Access to Schooling in Tamil Nadu" (Malathy Duraisamy); (7) "Access to Basic Education in Rural Uttar Pradesh" (Ravi Srivastava); (8) "Educational Opportunities in Rajasthan and Tamil Nadu: Despair and Hope" (Manabi Majumdar); (9) "Education of Marginalised Social Groups in Bihar" (M. K. Jabbi, C. Rajyalakshmi); (10) "Social Diversity and Regional Disparities in Schooling: A Study of Rural Rajasthan" (Geetha B. Nambissan); and (11) "Inequality of Access to Elementary Education in Orissa: An Inter- and Intra-spatial Analysis" (Sailabala Debi). (Contains references in each chapter, 226 data tables, an index, and author profiles). (SV)

ED 462 229 RC 023 382

Small Works in Arkansas: How Poverty and the Size of Schools and School Districts Affect School Performance in Arkansas. Summary of Recent Research.
PUB DATE- 02
NOTE- 14p.; Summary of "Size, Excellence, and Equity: A Report on Arkansas Schools and Districts" by Jerry D. Johnson, Craig B. Howley, and Aimee A. Howley (Ohio University, Educational Studies Department). Figures may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; Chippewa (Tribe); Community Involvement; Educational Media; Foreign Countries; High School Students; *Ice Hockey; Instructional Materials; *Material Development; *Native Language Instruction; *Ojibwa; *Optical Data Disks; Relevance (Education); Secondary Education
IDENTIFIERS- Ontario

A shortage of instructional materials and activities is a continual problem for Native language courses, as is making the material relevant to students. The Native way of teaching and learning has always been to have fun. In response to these concerns, a group of language experts at Trent University (Ontario) are developing a CD-ROM for high school students about hockey in Ojibway. In Canada, most aboriginal communities have arenas, and hockey is important to many Ojibway youth. Perhaps they will use the language while playing hockey as a code to win. Words and phrases related to hockey were sorted into themes and organized into a medicine wheel format. The medicine wheel is a circle that has four quadrants, such as the physical, mental, emotional, and spiritual aspects. From this medicine wheel came the idea of nurturing the language and healing the culture. Thirteen themes were identified, and they were expanded through the use of subthemes. Scripts were written to match the themes and what might actually happen at a typical hockey game. Aboriginal input was sought from the start in recognition of the fact that aboriginal communities need to control and review what is taught to their children. Four Ojibway language experts supervised all aspects of the project. New words had to be created for items that had no equivalent in the old language, such as time clocks. Completed scripts will be reviewed by fluent speakers from the community. (TD)

ED 462 246 RC 023 400

Farfan, Jose Antonio Flores
The Use of Multimedia and the Arts in Language Revitalization, Maintenance, and Development: The Case of the Balsas Nahuas of Guerrero, Mexico.
PUB DATE- 02
NOTE- 13p.; In: Indigenous Languages across the Community. Proceedings of the Annual Conference on Stabilizing Indigenous Languages (7th, Toronto, Ontario, Canada, May 11-14, 2000); see RC 023 385.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; American Indians; Audiotape Recordings; *Community Education; *Educational Innovation; Foreign Countries; Language Attitudes; *Language Maintenance; Language Skill Attrition; Mexicans; Program Descriptions; Videotape Recordings; *Workshops
IDENTIFIERS- Endangered Languages; *Intergenerational Transmission; Mexico; *Nahuatl

Even though Nahuatl is the most widely spoken indigenous language in Mexico, it is endangered. Threats include poor support for Nahuatl-speaking communities, migration of Nahuatl speakers to cities where English and Spanish are spoken, prejudicial

ED 462 270 SE 065 376

Eckman, Amy, Ed.
Environmental Education: Moving into the Educational Mainstream.
PUB DATE- 01
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Environmental Education; Science Curriculum

This information brief contains information on what environmental education is, how and where it is practiced, some of the current research, resources, and a summary of recommendations for promoting the field. Specific sections include linking environmental education and formal education, sustaining programs, and challenges to implementing environmental education in schools. (MM)

ED 462 271 SE 065 380

Rathjen, Don; Doherty, Paul
Square Wheels and Other Easy-To-Build Hands-On Science Activities. An Exploratorium Science Snackbook.
PUB DATE- 02
NOTE- 153p.; Produced with the Exploratorium Teacher Institute. Illustrations by Esther Kutnick.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; Electricity; Elementary Secondary Education; *Hands on Science; Light; *Museums; Physics; *Science Activities; Science Instruction; *Science Projects

This book, part of The Exploratorium science "snackbook" series, explains science with a hands-on approach. Activities include: (1) "3-D Shadow"; (2) "Bits and Bytes"; (3) "Circuit Workbench"; (4) "Diamagnetic Repulsion"; (5) "Film Can Racer"; (6) "Fractal Patterns"; (7) "Hoop Nightmares"; (8) "Hydraulic Arm"; (9) "Hyperbolic Slot"; (10) "Light Conservation"; (11) "Membrane Aerophone"; (12) "Modulated Coil"; (13) "Modulated LED"; (14) "Oil-Spot Photometer"; (15) "Palm Pipes"; (16) "Periscope with a Twist"; (17) "Personal Pinhole Theater"; (18) "Perspective Window"; (19) "Pinhole Mirror"; (20) "Reverse Mask"; (21) "Saltwater Pentacell"; (21) "Sensitive Filament"; (22) "Shadow Panel"; (23) "Snip and Snap"; (24) "Soap Film in a Can"; (25) "Sound Bite"; (26) "Sprotating Cylinder"; (27) "Square Wheels"; (28) "String Machine"; (29) "Stripped-Down Generator"; and (30) "Your Father's Nose." (YDS)

ED 462 272 SE 065 382

Geometry and Algebra: The Future Flight Equation. A Lesson Guide with Activities in Mathematics, Science, and Technology. NASA CONNECT.
PUB DATE- 01
NOTE- 30p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Algebra; Aviation Mechanics; Aviation Technology; *Design; Geometry; *Integrated Activities;

ED 462 295 SE 065 639

Partenheimer, Philip R.; Miller, Stephen K.
Eighth Grade Algebra Acceleration: A Case Study of Longitudinal Effects through the High School Pipeline.
PUB DATE- 01
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Seattle, WA, April 10-14, 2001).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Acceleration (Education); Case Studies; *Grade 8; Junior High Schools; Longitudinal Studies; Mathematics Curriculum; *Mathematics Instruction

This study features a program evaluation of a policy that allows gifted 8th grade mathematics students to take algebra. The study is longitudinal and looks at the effects of taking algebra in the 8th grade and the subsequent four years of mathematics in high school. Among the specific research questions in the study are: (1) To what degree do students in 8th grade algebra progress through upper level mathematics after early entry? (2) To what extent do some of these accelerated students have negative experiences? and (3) Does the elementary school mathematics curriculum (self pacing versus traditional) affect the mathematics profile for 8th grade algebra and subsequent mathematics courses? The study concludes that the policy of accelerating students in mathematics at this particular school had a negative impact for many of those students. (MM)

ED 462 296 SE 065 647

Barton, Paul E.
Raising Achievement and Reducing Gaps: Reporting Progress toward Goals for Academic Achievement in Mathematics. Lessons from the States.
PUB DATE- 02
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Achievement Tests; *Comparative Analysis; *Data Analysis; Educational Testing; Elementary Education; *Grade 4; *Grade 8; *Mathematics Achievement; Mathematics Education; Minority Groups; National Competency Tests; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress

This report draws on an in-depth analysis of previously unpublished data from the National Assessment of Educational Progress (NAEP) to gauge progress in mathematics toward the goal set following the Education Summit in Charlottesville, VA in September, 1989. The goal of the summit was to have students demonstrate knowledge in challenging subject matter with the objective that the academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in every quartile will more closely reflect the student population as a whole. The data in the report are for changes in achievement in 4th grade mathematics for the period from 1992 to 2000, and in 8th grade mathematics for the period from 1990 to 2000. Data are also provided on the gap between poor and non-

These draw on a comparative picture method to show relationships between tradition and innovation by featuring both a traditional and innovative artist, and encouraging examination of the similarities and differences in those cultures and artworks. Artists and cultures examined are: Unit 1: Southwest, (1) David Johns and Mary Taylor (Navajo) and (2) Jesse Monongye (Navajo/Hopi) and Anonymous (Salado); Unit 2: Arctic, (1) Kenojuak and Innukjuakjuk (Inuit) and (2) Jessie Oonark (Inuit) and Anonymous (Dorset); Unit 3: Eastern Woodlands, (1) Philip Young (Micmac) and Anonymous (Penobscot) and (2) two works by Norval Morrisseau (Ojibway); Unit 4: Plains, (1) Sarain Stump (Shoshone) and Anonymous (Sioux) and (2) Joane Cardinal-Schubert (Piegan) and Anonymous (Pawnee); and Unit 5: Northwest Coast, (1) Art Thompson and Anonymous (Nu Chal Nuth) and (2) Linda & Dempsey Bob and Anonymous (Tlingit/Tahltan). The student workbook includes a culture map, time lines, small color art reproductions, culture descriptions, artist biographies, and art study worksheets for each module of the five units. (MM)

ED 462 322 SO 028 620

Zuk, W. M.; Bergland, D. L.
Art First Nations: Tradition and Innovation. Elementary Program Teacher's Guide 1.
PUB DATE- 92
NOTE- 223p.; For student workbook, see SO 028 619. Art reproductions not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Culture; American Indian Studies; American Indians; Art; Art Activities; Art Criticism; *Art Education; *Art History; *Artists; Canada Natives; *Cultural Education; Curriculum Guides; Elementary Education; Foreign Countries; Instructional Materials; Multicultural Education; Teaching Guides; Units of Study; Visual Arts
IDENTIFIERS- North America

This comprehensive teacher's guide and 20 laminated art reproductions are part of an instructional resource designed to assist teachers in incorporating Native American studies into the elementary art program and general curriculum. It highlights visual art which is actively being innovated by aboriginal artists throughout North America and focuses on ways important cultural beliefs and values are being renewed through visual expression. The program consists of five units, each dealing with one of the major geographical regions of North America. Each unit consists of two self-contained modules which can be taught in any order. These draw on a comparative picture method to show relationships between tradition and innovation by featuring both a traditional and innovative artist, and encouraging examination of the similarities and differences in those cultures and artworks. Artists and cultures examined are: Unit 1: Southwest, (1) David Johns and Mary Taylor (Navajo) and (2) Jesse Monongye (Navajo/Hopi) and Anonymous (Salado); Unit 2: Arctic, (1) Kenojuak and Innukjuakjuk (Inuit) and (2) Jessie Oonark (Inuit) and Anonymous (Dorset); Unit 3: Eastern Woodlands, (1) Philip Young (Micmac) and Anonymous (Penobscot) and (2) two works by Norval Morrisseau (Ojibway); Unit 4: Plains, (1) Sarain Stump (Shoshone) and Anonymous (Sioux) and (2) Joane Cardinal-Schubert (Piegan) and Anonymous (Pawnee);

Anasazi and Makah and learn the difficulty in pinpointing exact time periods for specific cultural developments. Suggested time for unit implementation is 4 weeks. The lesson plan discusses the significance of the topic; presents focus questions; gives literacy links; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." Assessment is based on student products created throughout the unit. Extended/correlated activities are suggested. (BT)

ED 462 341 SO 033 571

O'Malley, Ed, Ed.
Visual and Performing Arts Content Standards for California Public Schools: Prekindergarten through Grade Twelve--Dance, Music, Theatre, Visual Arts.
PUB DATE- 01
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; *Dance; Elementary Secondary Education; *Music; Preschool Education; Public Schools; *State Standards; Student Development; Student Educational Objectives; *Theater Arts; *Visual Arts
IDENTIFIERS- California

The arts convey knowledge and meaning not learned through the study of other subjects. Study of the arts employs a form of thinking and a way of understanding based on human judgment, invention, and imagination. This publication represents a strong consensus on the skills, knowledge, and abilities in dance, music, theater, and visual arts that all students should be able to master at each grade levels, pre-kindergarten through grade twelve, in California public schools. The standards were built on the components of arts education contained in the "Visual and Performing Arts Framework for California," which was adopted in 1996. The strands and standards in this publication describe the content that students need to master by the end of each grade level or cluster of grades (grades 9 through 12 at the proficient and advanced levels). For each arts discipline the content standards are grouped under five visual and performing arts strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. At each grade level, pre-kindergarten through grade eight, content standards are specified for each strand. For students in grades 9 through 12, the proficient level of achievement can be attained at the end of one year of high school study within an arts discipline after the student has attained the achievement level required of all students in grade eight. The publication is organized according to the four arts disciplines: dance, music, theater, and visual arts. A glossary of key terms is provided at the end of the standards for each of the arts. (BT)

ED 462 342 SO 033 577

Masini, Douglas E.
Mother's Leading: Models of Maternalism.
PUB DATE- 01
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (30th, Little Rock, AR, November 14-16, 2001).

apprenticeship, and all other terms and conditions of employment. Working with state and local programs, the EEOC processes 48,000 claims annually. This lesson relates to the Preamble, to Article I, which establishes the president's power to issue executive orders; to Article III, which establishes the jurisdiction of the courts; and to the 14th Amendment which guarantees equal protection of the laws. As the primary source document, the lesson uses the Civil Rights Act of 1964 (pages 1-8.) The lesson correlates to the National History Standards and to the National Standards for Civics and Government. It provides historical background about the act and an overview of the debate about the term "affirmative action" (with two resources). It suggests diverse teaching activities for classroom implementation, including document analysis, research and discuss, design and construct a poll, and a research and jigsaw activity. The document is appended. (BT)

ED 462 360 SO 033 620

Milson, Andrew J.
Engaging Students in Historical Inquiry Using Internet Resources.
PUB DATE- 01
NOTE- 34p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (81st, Washington, DC, November 15-18, 2001).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Classroom Research; *Computer Assisted Instruction; Educational Research; Grade 6; *Inquiry; Intermediate Grades; *Internet; *Social Studies; *Student Research
IDENTIFIERS- Historical Research; *WebQuest

Social studies educators have promoted inquiry learning as a valuable method of instruction. Research into the use of inquiry methods in the teaching and learning of history has demonstrated that this method has much to offer. Recently, the use of technological tools, including the Internet, has received attention as a means of transforming social studies instruction. This case study of sixth-grade students (n=23) investigated the integration of the inquiry learning method and the Internet medium through the WebQuest approach. A WebQuest may be defined as an inquiry-oriented activity in which most or all of the information used by learners is drawn from the Internet. Data consisted of field observations, interviews with students, student work, and a teacher's journal. Findings are presented as three hypotheses for future study of the WebQuest approach to inquiry learning: (1) students have differing perceptions of the value of Internet sources and print sources, but many find print sources preferable to Internet sources; (2) students' strategies for gathering and organizing information are initially characterized by a quest for the "Path-of-Least-Resistance," but the teacher can successfully guide students to more productive approaches; and (3) students of varying academic ability levels can conduct inquiry-oriented investigations, but they approach and perceive the value of such investigations differently. The interview protocol is appended. (Contains 49 references.) (Author/BT)

ED 462 361 SO 033 624

Reynolds, Karen

assessments, PBL and assessment examples, and PBL and the future). Chapters 2-5 each include sections on how to get started at that grade level, problem examples, types of PBL problems, and further considerations for the classroom. Five appendixes look at: a PBL facilitator's do's and don'ts; additional PBL problem examples by grade level; completed PBL process chart, single chart; completed PBL process chart, multiple chart; and bibliographic information for referenced PBL problem resources. (SM)

ED 462 381 SP 040 535

Gmelch, Walter H.
Where Have All the Leaders Gone?
PUB DATE- 02
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New York, NY, February 23-26, 2002).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Higher Education; *Instructional Leadership; Leadership Qualities; *Leadership Training; Teacher Role
IDENTIFIERS- Teacher Leaders; *Teacher Leadership

This paper examines personal challenges that academic leaders face, attributes that institutional leaders should possess to succeed in transforming the university, how institutions of higher education can build the capacity for preparing new leaders, and how universities can respond to the leadership crisis in this time of transformation. Personal challenges academic leaders face include the need for leadership training, lack of administrative experience, role conflict and ambiguity, and lack of recognition of metamorphic changes and of the cost to scholarship of leadership. For many academic leaders, work becomes their entire life. Research shows that academic leaders must manage trade-offs between professional and personal pressures in their lives, though it can be difficult to manage such trade-offs and find balance. The main feature people look for and admire in their leaders is credibility. Six key roles of academic leaders are faculty developer, manager, leader, scholar, boundary spanner, and problem developer. Leadership talent on the global scene is scarce, and the need for effective leadership to transform universities is great. Possible agenda focuses for building leadership capacity include studying leadership skills, attributes, and roles critical to effective reform and creating case studies on institutional successes and failures. (Contains 23 references.) (SM)

ED 462 382 SP 040 537

Shimon, Jane M.; Brawdy, Paul
A Good Teacher Can Teach Anything?
PUB DATE- 01
NOTE- 8p.; Paper presented at the Annual Meeting of the Western College Physical Education Society (Reno, NV, October 10-12, 2001).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

ED 462 400 TM 033 662

Janiak, Richard
Investigating Former Title 1 Student Achievement "Fadeout": The Value of Knowing E.S.E. Status and Protective Factors.
PUB DATE- 01
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Achievement Tests; Family Environment; Intermediate Grades; *Low Achievement; *Special Education; State Programs; Testing Programs
IDENTIFIERS- Elementary Secondary Education Act Title I; *Protective Factors

Evaluation studies on the long-term achievement of early intervention program participants have often found that initial student achievement gains for many students dissipate in subsequent years. This study offers some possible explanations for achievement "fadeout" and examines this phenomenon in relation to Exceptional Student Education (ESE) status and various cognitive, school-related, and home life variables, including some "protective" factors. Test performance of former Title I students (n=185) on a fourth-grade state criterion-referenced test, the Florida Comprehensive Assessment Test (FCAT), was compared with that of 1,015 "non-Title I" students. Results show that when ESE students are excluded from the analysis of FCAT performance former Title I student performance was closer to the performance of non-Title I students. In a second analysis, high (n=53) and low (n=79) performing students were compared on a number of school and home variables. Differences were found on cognitive variables: CTB Terra Nova Reading, CTB Terra Nova Language, FCAT Writing, and classroom reading grades. ("TerraNova" CTBS TM Multiple Assessments are standardized achievement tests for grades 1-12 published by CTB, a division of the McGraw-Hill Companies.) No differences were found in school-related or home variables including those representing protective factors such as student engagement behaviors, home literacy activities, and expectations for school success. Findings suggest that the most relevant difference between former Title I students who succeed academically and those who struggle may be cognitive in nature and may indicate the need for long-term academic support mechanisms for some students. (Contains 15 references.) (Author/SLD)

ED 462 401 TM 033 663

Ediger, Marlow
Philosophy of Testing and Measurement.
PUB DATE- 02
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Educational Philosophy; *Educational Testing; Existentialism; Measurement Techniques; *Student Evaluation
IDENTIFIERS- Experimentalism; Idealism

This paper considers several philosophies as they relate to student assessment. Realists believe that one can know the real world as it truly is. As a philosophy of testing and measurement, realism is characterized by behaviorally stated neglected youth (1%). Other title I, Part A funds were used at the district level to provide overall program coordination and support. In addition to schoolwide programs, other Title I components include programs for migrant students and parent involvement programs. Academic achievement data show that progress has been made in closing the achievement gap for students at Title I campuses, but the gap remains, and overall Texas Assessment of Academic Skills passing rates for students at Title I schools remain below the overall district and state passing rates. The report contains recommendations for improved use of funds and improved student achievement. Three appendixes contain student achievement data, Texas Education Agency accountability ratings for Title I campuses, and information about private schools receiving Title I funds. (Contains 7 tables, 11 figures, and 13 references.) (SLD)

ED 462 421 TM 033 685

Huskey, Barton
Title VI Summary 2000-2001.
PUB DATE- 01
NOTE- 8p.; Printed on colored paper. For the 1999-2000 report, see ED 450 142.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgets; Elementary Secondary Education; *Federal Aid; Itinerant Teachers; Library Materials; Mathematics Instruction; Private Schools; Program Descriptions; Program Evaluation; Resource Allocation; *Volunteers
IDENTIFIERS- Austin Independent School District TX; *Elementary Secondary Education Act Title VI; Reading Recovery Projects

Title VI provides federal funds to states under the Elementary and Secondary Education Act of 1965. This document describes Title VI programs and the use of funds in the Austin Independent School District (AISD), Texas for 2000-2001. The AISD allocation of $481,559 was based on the May 2000 projected school enrollment, including projected enrollment in eligible private schools and facilities for neglected or delinquent children. Some funds were rolled forward from 1999-2000 so that a total of $488,490 was allocated to target assistance areas, with a remaining $45,196 allocated for management and evaluation. The following programs were funded by Title VI in the AISD in the 2000-2001 school year: (1) a coordinator of volunteers; (2) AISD library resources; (3) instructional materials; (4) private schools and facilities for the neglected or delinquent; (5) visiting teachers (one full-time and one 30% position); (6) a mathematics specialist; (8) Reading Recovery staff (two positions); (9) management; and (10) evaluation. (SLD)

ED 462 422 TM 033 686

Childs, Ruth A.; Oppler, Scott H.
Practical Implications of Test Dimensionality for Item Response Theory Calibration of the Medical College Admission Test. MCAT Monograph.
SPONS. AGENCY- Association of American Medical Colleges, Washington, DC.
PUB DATE- 99
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

to calibrate the test. This paper reviews the Rasch model by describing properties of the item characteristic curve (ICC) and discussing the utility of having person ability and item difficulty on a common scale. Calibrating item difficulty and person ability to a common scale allows test developers and instructors to create better instruments in terms of optimizing the number of items, eliminating items of the same difficulty, and more closely matching the level of difficulty of the items with the abilities of the examinees. (Contains 1 table, 2 figures, and 12 references.) (SLD)

ED 462 441 TM 033 705

Capraro, Mary Margaret
An Introduction to Confidence Intervals for Both Statistical Estimates and Effect Sizes.
PUB DATE- 02
NOTE- 40p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (25th, Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; *Estimation (Mathematics); Research Reports; Statistical Analysis
IDENTIFIERS- *Confidence Intervals (Statistics)

This paper summarizes methods of estimating confidence intervals, including classical intervals and intervals for effect sizes. The recent American Psychological Association (APA) Task Force on Statistical Inference report suggested that confidence intervals should always be reported, and the fifth edition of the APA "Publication Manual" (2001) said confidence intervals were "the best" reporting device. The correct use of confidence intervals uses intervals to compare results across prior studies and of prior studies with current studies. Confidence intervals provide a graphical tool to integrate or synthesize results across studies. They invoke two primary concepts, intervals and confidence levels. Intervals are determined by the standard errors of statistics, and confidence levels are chosen by the researcher and given as percentages. In this way, a range null hypothesis is tested rather than a point null hypothesis. New software has reduced the difficulty of establishing confidence intervals. Combining effect size with confidence intervals is the wave of the future in continuing efforts to make research understandable for the reader. Appended are esci (exploratory software for confidence intervals, La Trobe University, Australia)-created figures. (Contains 5 tables, 9 figures, and 30 references.) (Author/SLD)

ED 462 442 TM 033 706

Capraro, Robert M.; Graham, James M.
A Tutorial on How Reliability Is Estimated within Structural Equation Models.
PUB DATE- 02
NOTE- 48p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 14-16, 2002).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

Temporary Assistance for Needy Families

The legacy of racial and ethnic disparities in the United States seeds new concerns in the current era of devolution. As state policymakers receive greater discretion and flexibility in how they implement federally funded social programs, the socioeconomic divide between Whites and minorities is growing. The 1996 Personal Responsibility and Work Opportunity Reconciliation Act has been the key catalyst for devolution of authority and responsibility to the state level, though it has posed challenges to the ability of minority communities to achieve self-sufficiency and self-determination as they confront shrinking state budgets, poor economies, and diminishing social supports. This paper reports on findings from research on racial and ethnic disparities that not only considers disparities arising from historical inequalities in the socioeconomic status between Whites and minorities, but focuses specifically on program disparities, or those imbalances deriving from the implementation of state and local level interpretations of the Federal Temporary Assistance for Needy Families program. The paper also discusses the gaps that still remain in racial and ethnic disparities research, outlines key considerations for reauthorization of federal welfare legislation, and examines strategies for expanding research and debate on this issue. (Contains 179 footnotes.) (SM)

ED 462 460 UD 034 731

Watch Out for Children: A Mothers' Statement to Advertisers.
SPONS. AGENCY- New York Community Trust, NY.
PUB DATE- 01
NOTE- 45p.; Produced by the Motherhood Project. Also supported by the Bodman, Bernard and Audre Rapoport, and Woodshouse Foundations and Barton M. and Judith Lund Biggs Fund.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; *Advertising; Child Health; *Child Welfare; Children; *Marketing; *Mothers

This report explains that all adults must watch out for all children, cautioning that marketing is harmful to children. Advertisers are aggressively targeting age groups that, until recently, have been considered off-limits and occupying more of children's psychic and physical space. The report presents a commitment by mothers to all children to reassert themselves and their values in the lives of children, deconstruct advertising messages, make homes and families commercial-free, reach out to fellow citizens, make schools commercial-free zones, support companies that support their mission, and work for public policies that adequately protect all children. It urges advertisers to endorse a Mother's Code which bans advertising/marketing in schools or to children under age 8, product placement in movies and media for children and teens, behavioral science research to develop advertising/marketing for children and teens, and advertising/marketing for children and teens that promotes an ethic of selfishness and instant gratification. This report explains: "Why Mothers Join Together"; "The Money World and the Motherworld"; "What You Are Doing to Our Children"; "Using Manipulative Tactics"; "The Harm to Our Children"; "Why We Raise Our Voices as Mothers"; "Our Pledge"; and "Our Next Steps." (Contains 127 endnotes.) (SM)

ED 462 461 UD 034 732

PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Access to Education; Case Studies; *Educational Change; Educational Policy; *Equal Education; Foreign Countries; Grouping (Instructional Purposes); Heterogeneous Grouping; Minority Group Children; Racial Bias; Secondary Education; Sex Bias; *Social Bias; Student Attitudes
IDENTIFIERS- *Reform Efforts; United Kingdom

This book examines gender, racial/ethnic, and class inequalities in education, analyzing the impact of major reforms and exploring routine practices by which inequalities are reproduced and legitimized. It describes observations and interviews at two British secondary schools that show the costs of reform in terms of pressures on teachers and rationing of educational opportunity. Chapter 1, "Education and Equity," introduces the issue. Chapter 2, "Reforming Education: Policy and Practice," reviews educational reforms in the 1980s and 1990s. Chapter 3, "Ability and Economy: Defining 'Ability' in the A-to-C Economy," describes schools caught within the demands of various reforms and the need to continually raise performance. Chapter 4, "Selection 11-14: Fast Groups, 'Left-Over' Mixed Ability and the Subject Options Process," examines student grouping strategies. Chapter 5, "Selection 14-16: Sets, Tiers, Hidden Ceilings and Floors," considers the further selection and separation that occurs in upper school. Chapter 6, "Educational Triage and the D-to-C Conversion: Suitable Cases for Treatment?," discusses strategies schools use to maximize performance. Chapter 7, "Pupils' Experiences and Perspectives: Living with the Rationing of Education," examines students' views on their experiences. Chapter 8 presents "Conclusions: Rationing Education." (Contains 286 references.) (SM)

ED 462 480 UD 034 757

Saegert, Susan, Ed.; Thompson, J. Phillip, Ed.; Warren, Mark R., Ed.
Social Capital and Poor Communities. A Volume in the Ford Foundation Series on Asset Building.
PUB DATE- 01
NOTE- 333p.; Foreword by Robert D. Putnam. Papers presented at the conference "Social Capital and Poor Communities: Building and Using Social Assets To Combat Poverty" (New York, NY, March 1999), sponsored by Ford Foundation; Graduate School of Arts and Sciences, Fordham University; Graduate School and University Center, City University of New York; and Columbia University, School of International and Public Affairs.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Churches; Community Resources; Crime; Democracy; Elementary Secondary Education; *Neighborhood Improvement; Parent Participation; Political Influences; Political Issues; *Poverty; Public Health; Public Policy; Rural Areas; *Social Capital; Unions; Urban Areas; Urban Schools

This collection of papers shows the significant achievements that can be made through collective strategies that empower the poor to become active partners in revitalizing their neighborhoods. The 12 chapters are: (1) "The Role of Social Capital in Combating Poverty" (Mark R. Warren, J. Phillip Thompson, and Susan Saegert); (2) "Social Capital and the Culture of Power: Lessons from the Field" (M. Lisette Lopez and Carol B. Stack); (3) "Social Capital in America's Poor Rural Communities"

Partnership, which helps improve outcomes for DC youth by building a sustainable partnership to increase the quality and quantity of youth services. Data from interviews with key actors, attendance at Partnership meetings, and site visits with affiliated initiatives show progress in several areas identified in the Partnership's early plans. Three main achievements were development of the Children and Youth Investment Interagency Action Team (the Partnership's steering committee); development of the DC Children and Youth Investment Trust Corporation (which promotes the work of community-based organizations providing out-of-school-time services for youth); and expansion of the aftercare program (which provides the most out-of-school-time services to DC youths through the DC public school system). The report describes each achievement, then discusses funding constraints and future plans (e.g., assisting with the reform of particularly low-performing public schools and developing more sustainable funding sources). The paper notes the need for a centralized database on individual youth and a formal evaluation of the Partnership. Five appendices present Partnership structure, trust grantees, the Youth Investment Model, Trust Corporation-supported programs, and Partnership involvement. (Contains 12 references.) (SM)

ED 462 499 UD 034 779

Imbimbo, Josephine
What Can Parents Do about Teacher Quality?
PUB DATE- 01
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; Educational Quality; Elementary Secondary Education; *Faculty Development; *Parent Participation; Parents; Public Schools; Teacher Certification; *Teacher Competencies; Teacher Improvement; Teacher Persistence; Teacher Recruitment; Teacher Selection; *Teaching Skills

This guide helps parents understand the issues of teacher quality, suggesting ways they can strengthen teacher quality in their children's schools. In order to ensure that students meet new, higher standards, teachers must be better prepared to promote high levels of learning for all students. Research has shown that many teachers do not feel prepared when they first start teaching. Parents can have an impact on teacher quality by becoming informed, speaking out, and supporting their teachers. Ten questions about teacher quality that parents should ask their principals, parents' association representatives, and school leadership teams focus on whether their child's teacher is certified; how many teachers in the school are certified in the subject area they are teaching; how many teachers are new and in what ways the school supports new teachers; how the school recruits teachers; how the hiring process works; what the teacher turnover rate is; what opportunities are available for all teachers to improve their teaching skills; how much of the school's budget is spent on opportunities for teachers to upgrade their skills; how the school compares to other schools; and who the other adults in the classroom are. Resources for information on teacher quality and educational quality are included. (SM)

Shaul, Marnie S.
School Dropouts: Education Could Play a Stronger Role in Identifying and Disseminating Promising Prevention Strategies. Report to the Honorable Jim Gibbons, House of Representatives.
PUB DATE- 02
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; *Dropouts; Graduation; Minority Group Children; Racial Differences; Secondary Education
IDENTIFIERS- California; Florida; Nevada; Pennsylvania; Texas; Washington

This report examines national and regional dropout rate trends; factors associated with dropping out; efforts these factors; and federal efforts to reduce dropout rates. Information came from interviews with National Center for Education Statistics (NCES) officials; review of NCES data and reports by dropout prevention experts; site visits at dropout prevention programs; evaluations of federally-funded programs; and interviews with state at-risk coordinators and officials from possible federal funding sources. National dropout rates changed little from 1990-2000, varying considerably between regions and ethnic groups. Factors influencing dropping out included family related factors and school experience factors. Many state, local, and private programs are available to help at-risk youth. States' support of dropout prevention activities vary considerably. The federal Dropout Prevention Demonstration Program specifically targets dropouts. Other federal programs have dropout prevention as one of many objectives. Recommendations include evaluating the quality of existing dropout prevention research and determining the most effective means of disseminating research results. Appendices include: data on the study; dropout and completion measures; federal programs that can be used for dropout prevention; high school completion rates, October 1998-2000; comments from the Department of Education; and General Accounting Office contacts and acknowledgements. (SM)

ED 462 518 UD 034 826

Bottoms, Gene; Fox, Joanna Hornig; New, Thomas
The 2000 "High Schools That Work" Assessment: Improving Urban High Schools. High Schools That Work Research Brief.
PUB DATE- 00
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Educational Improvement; *High Schools; Low Achievement; Urban Schools
IDENTIFIERS- *High Schools That Work

In 1998, the Southern Regional Education Board began using "High Schools That Work" (HSTW) strategies to improve urban student achievement. HSTW staff compared data from 1998 and 2000 HSTW assessments and examined the performance of career-bound students from 55 urban high schools. Results offer information on progress made in raising urban students' achievement, what works in raising urban high school students' achievement, Ableser, Judith

Zero Tolerance/IDEA 97 and Equal Educational Opportunity--Not!
16p. 1mf. L1 ED 462 514

Ackermann, Eric George

Developing Comparative Bibliometric Indicators for Evaluating the Research Performance of Four Academic Nutrition Departments, 1992-1996: An Exploratory Study.
185p. 2mf. L1 ED 462 084

Adams, Elizabeth

Toward a New Science of Educational Testing and Assessment. SUNY Series, Teacher Preparation and Development.
235p. 0mf. L3 ED 462 399

Adelman, Howard S.

Impediments to Enhancing Availability of Mental Health Services in Schools: Fragmentation, Overspecialization, Counterproductive Competition, and Marginalization. ERIC/CASS-NASP Premier Partnership Paper.
17p. 1mf. L1 ED 461 819

Adkins, Mike

The Battle of Honey Springs: The Civil War Comes to Indian Territory. Teaching with Historic Places.
35p. 1mf. L1 ED 462 326

Alatis, James E., Ed.

Language in Our Time: Bilingual Education and Official English, Ebonics and Standardized English, Immigration, and the Unz Initiative. Georgetown University Round Table on Languages and Linguistics (Washington, DC, May 6-8, 1999).
431p. 0mf. L3 ED 461 988

Alesbury, Elizabeth, Ed.

Sign Them Up! A Quarterly Newsletter about the Children's Health Insurance Program (CHIP), 2001.
42p. 1mf. L2 ED 462 176

Algozzine, Robert F.

Characteristics of and Strategies for Teaching Students with Mild Disabilities. Fourth Edition.
484p. 0mf. L3 ED 461 962

Ali, Russlynn

Dispelling the Myth in California: Preliminary Findings from a State and Nationwide Analysis of "High-Flying" Schools.
29p. 1mf. L1 ED 462 484

Allingham, Philip V.

English Methods Students' Responses to Schools of Literary Criticism.

The Vitality of Latino Communities in Rural Minnesota = La vitalidad de las comunidades latinas en Minnesota rural.
49p. 1mf. L1 ED 462 226

Butcher, James L.

Involvement and Persistence: Nontraditional Student Perceptions of the Student-College Relationship.
128p. 2mf. L1 ED 462 038

Butt, Donna Sabino

Hey! I Can Read This! The Interactive Book Experience.
255p. 3mf. L2 ED 461 831

Butts, Jeffrey

Youth, Guns, and the Juvenile Justice System. Research Report.
30p. 1mf. L1 ED 462 500

Calsyn, Christopher

Outcomes of Learning: Results from the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics, and Science Literacy. Statistical Analysis Report.
186p. 2mf. L1 ED 462 449

Campbell, Anne

Adult Literacy and Education in America: Four Studies Based on the National Adult Literacy Survey.
284p. 3mf. L1 ED 461 718

Campbell, David E., Ed.

Charters, Vouchers, and Public Education.
322p. 0mf. L3 ED 462 478

Camphire, Geoff

Within Reach: Realizing the Vision of High Standards. A Report of the State Education Improvement Partnership.
31p. 1mf. L1 ED 461 943

Cannon, Jill S.

Assessing Costs and Benefits of Early Childhood Intervention Programs: Overview and Application to the Starting Early Starting Smart Program with Executive Summary.
202p. 3mf. L1 ED 462 148

Cantu, Norma V.

Regarding the Application of Title IX of the Education Amendments of 1972 as It Relates to the Funding of Athletic Scholarships for Men's and Women's Intercollegiate Athletics Programs.
10p. 1mf. L1 ED 462 022

Capraro, Mary Margaret

An Introduction to Confidence Intervals for Both Statistical Estimates and Effect Sizes.
40p. 1mf. L1 ED 462 441

Aided Learning for Tertiary Level Physical Sciences and Geosciences.
41p. 1mf. L1 ED 462 294

Fertman, Carl I.

Student Assistance Program in Pennsylvania, July 1, 1998 to June 30, 1999. Evaluation Report.
84p. 1mf. L1 ED 461 773

Fichter, Cele

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(090) Legal/Legislative/Regulatory Materials

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Physics 30: Grade 12 Diploma Examination, June 1997.	43p.	L1	ED 462 258
The Quest for Equity and Excellence in Education: A Study of Whole School Reform in New Jersey Special Needs Districts.	105p.	L1	ED 462 492
Resource Allocation in Private Research Universities. Studies in Higher Education Dissertation Series.	200p.	L3	ED 462 031
A School at the Center: Study II.	78p.	L1	ED 462 209
Talking Back: Kentucky High School Students and Their Future Education Plans.			

AA - ERIC Processing and Reference Facility

AA001343	ED461713

CE - Adult, Career, and Vocational Education

CE069749	ED461714
CE082332	ED461715
CE082662	ED461716
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CG - Counseling and Student Services

CG026615	ED461772
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CG031600	ED461819

CS - Reading, English, and Communication

CS014430	ED461820//
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CS014500	ED461823//
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CS510751	ED461904
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CS510762	ED461906
CS510775	ED461907

EA - Educational Management

EA026814	ED461908
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EA031724	ED461947

EC - Disabilities and Gifted Education

EC303657	ED461948
EC308287	ED461949

EC308797	ED461950
EC308798	ED461951
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EC308809	ED461961
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EC308829	ED461978//

EF - Eric Facility

EF006048	ED461979//
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EF006059	ED461984

FL - Language and Linguistics

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HE - Higher Education

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HE034691	ED462062//

IR - Information and Technology

IR020837	ED462063
IR021001	ED462064//
IR021010	ED462065//

IR021011	ED462066//
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IR021026	ED462069//
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IR021032	ED462071//
IR021034	ED462072
IR021035	ED462073//
IR021036	ED462074//
IR058347	ED462075//
IR058388	ED462076//
IR058393	ED462077//
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JC - Community Colleges

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JC020199	ED462130

PS - Elementary and Early Childhood Education

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PS023313	ED462133
PS024450	ED462134//
PS029775	ED462135
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PS029917	ED462137
PS030022	ED462138
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PS030038	ED462142
PS030043	ED462143
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PS030065	ED462147
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PS030100	ED462167
PS030101	ED462168
PS030102	ED462169
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PS030181	ED462207

RC - Rural Education and Small Schools

RC020122	ED462208
RC020270	ED462209
RC020980	ED462210
RC023113	ED462211
RC023130	ED462212
RC023198	ED462213
RC023234	ED462214
RC023235	ED462215
RC023241	ED462216
RC023283	ED462217
RC023293	ED462218
RC023303	ED462219
RC023345	ED462220
RC023346	ED462221
RC023359	ED462222
RC023360	ED462223
RC023369	ED462224
RC023370	ED462225
RC023371	ED462226
RC023372	ED462227//
RC023373	ED462228//
RC023382	ED462229
RC023383	ED462230
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RC023387	ED462233
RC023388	ED462234
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RC023395	ED462241
RC023396	ED462242
RC023397	ED462243
RC023398	ED462244
RC023399	ED462245
RC023400	ED462246
RC023401	ED462247

SE - Science, Mathematics, and Environmental Education

SE056239	ED462248
SE056878	ED462249//
SE057017	ED462250
SE057620	ED462251
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SE059538	ED462253
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SE060061	ED462255
SE060448	ED462256//
SE060564	ED462257
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SE060566	ED462259
SE065176	ED462260
SE065195	ED462261
SE065269	ED462262
SE065279	ED462263
SE065289	ED462264
SE065337	ED462265
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SE065554	ED462289
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SE065603	ED462291
SE065609	ED462292
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SE065702	ED462308

SO - Social Studies/Social Science Education

SO024873	ED462309
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SO025670	ED462312//
SO025671	ED462313//
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SO025699	ED462315
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SO028622	ED462324
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SO032785	ED462329
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SO033626	ED462363
SO033628	ED462364
SO033629	ED462365
SO033660	ED462366
SO033661	ED462367
SO033668	ED462368//
SO033669	ED462369//
SO033670	ED462370//

SP - Teaching and Teaching Education

SP036267	ED462371//
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SP040440	ED462374
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SP040569	ED462385
SP040571	ED462386//

TM - Assessment and Evaluation

TM021253	ED462387
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TM025874	ED462399//
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UD - Urban Education (continue)

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